



Curriculum Area Overview English

Our School ethos and values

Our school ethos is SURE and underpins all learning and values that parents, pupils and staff share and wish to promote and develop here. SURE stands for 'Achieving Success through Understanding, Respect and Endeavour'.

Our School Mission Statement

We provide the best education for all our children so that when they leave our school they have the skills, knowledge and aspirations to lead fulfilling lives as adults.

Our Vision

We believe that children thrive when encouraged and supported; they respond to being treated in a positive and nurturing manner. The principles that comprise SURE are valued by both children and staff. They reflect our desire to help children to understand their difficulties, support their wellbeing, develop respect for themselves and others and become successful in what they do and achieve throughout their time in school and into adulthood.

Mowbray Curriculum Intent

The intention of our curriculum is to create personalised learning opportunities based around individual EHCP outcomes and academic progress to successfully prepare our pupils for each stage of transition and life after school. At Mowbray School, we believe in providing our children with the best possible start to their education and that we establish the building blocks for their future learning from the moment they start with us. We have high expectations of all children and understand the vital role that early intervention has in providing aspirational outcomes into adulthood.

Our curriculum is based around the principles of Preparation for Adulthood and the themes are woven through the whole curriculum offer, from Early Years through to year 11. Specific strategies are also embedded in the curriculum to enable communication and independence such as a total communication approach, Emotion Coaching, Thrive, TEACCH, Compass Buzz and Attention Autism.

We offer a broad and balanced, curriculum that promotes active engagement, learning and success in generalising skills and knowledge across the curriculum and beyond.

Our Semi Formal and Formal Pastoral pathways focus on developing key skills that equip children and young people for their time in school and life beyond the school. Our Formal pathway curriculum is designed to offer appropriate weighting of subject delivery to meet all needs of the pupils.

Our curriculum is responsive to each learner building on individual strengths and interests.

The vision for English for all our pupils

Communication is central to learning across all areas of the curriculum. An English curriculum, in addition to the attainment targets of speaking and listening, reading and writing should be integrated in all subjects as well as communication in its widest sense. We aim:





1. To raise standards in English and communication by giving pupils the means to access the curriculum, including the National Curriculum and the Early Years Foundation Stage Curriculum.
2. To provide opportunities to develop functional communication skills (for example, making decisions and choices).
3. To develop pupils' abilities to communicate effectively in speech and writing.
4. To develop communication through a range of relationships within the school and its wider community including social media.
5. To give pupils an awareness and understanding of their environment and a means of extending control over their life.

Curriculum Intent for English

- To provide the best education for our students in terms of reading, writing, speaking and listening.
- To ensure our students read as easily and fluently as they can with the highest level of comprehension they can acquire.
- To foster and develop a love of reading, writing and speaking and listening.
- To provide our students with a broad, inclusive, knowledge-rich and purposeful range of texts.
- To build our students confidence in speaking, listening and communicating with others.
- To enable our students to acquire as wide a vocabulary as possible.
- To eliminate any gaps in or students' knowledge in terms of reading, writing, speaking and listening.
- To provide aspirational pathways through which students move and acquire the skills they will need in terms of literacy and communication to move to, survive in and thrive in the next stages of their lives.
- To develop our students socially, emotionally, culturally, intellectually and spiritually.
- To inspire, challenge and nurture our students.

| EYFS | Primary Semi-Formal | Primary Formal Pastoral | Primary Formal |
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| Our curriculum will: <ul style="list-style-type: none"> • Start the learning journey for each child at the stage they arrive at Mowbray • Prepare the children for their next step in life | Our curriculum will: <ul style="list-style-type: none"> • Enable all learners to move to the next stage of their lives. • Equip all learners with the skills to begin to express themselves and communicate with others, | Our curriculum will: <ul style="list-style-type: none"> • Enable all learners to move to the next stage of their lives. • Enable all learners to express themselves and communicate with others, using communication aids if required | Our curriculum will: <ul style="list-style-type: none"> • Enable all learners to move to the next stage of their lives • Enable all learners to confidently express themselves and communicate with others, in a |





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| <ul style="list-style-type: none"> • Develop an interest and curiosity in English in the wider world • Begin to lay the foundations of English knowledge • Equip all learners with the skills to begin to express themselves and communicate with others, using communication aids if required. • Ensure all children have access to bespoke phonics provision at the appropriate level for the individual (pre-level 1 and above) • Provide learners with access to a wide range of stimulus and texts of different text types and from a range of authors, time periods and cultures; e.g. songs, rhymes, stories, sensory stories etc. • Access the curriculum through a theme – based approach | <p>using communication aids if required.</p> <ul style="list-style-type: none"> • Ensure all children have access to bespoke phonics provision at the appropriate level for the individual (pre-level 1 and above) • Enable all learners to begin to read to the best of their ability using Twinkl Phonics for Level 1 and above. • Enable all learners to write as clearly, accurately and coherently as they possibly can, using communication aids if required. • Develop tier 1 vocabulary. • Provide learners with access to a wide range of stimulus and texts of different text types and from a range of authors, time periods and cultures; e.g. songs, rhymes, stories, sensory stories etc. • Access the curriculum through a theme – based approach. | <ul style="list-style-type: none"> • Enable all learners to read to the best of their ability; accessing Twinkl Phonics as a discreet lesson • Enable all learners to write as clearly, accurately and coherently as they possibly can, using communication aids if required • Develop a wide vocabulary • Provide learners with access to a wide range of stimulus and texts of different text types and from a range of authors, time periods and cultures; e.g. films, story sacks, rhymes etc. • Access the curriculum through a theme – based approach. | <p>range of settings, using communication aids if required</p> <ul style="list-style-type: none"> • Enable all learners to read to the best of their ability; accessing Twinkl Phonics as a discreet lesson • Enable all learners to independently write as clearly, accurately and coherently as possible, including the use of technology to record ideas • Develop a rich and varied vocabulary • Provide learners with access to a wide range of stimulus and texts of different text types and from a range of authors, time periods and cultures; e.g. films, story sacks, rhymes etc. • Access the curriculum through a theme – based approach. |
| Curriculum Entitlement | | | |
| Our curriculum will be broadened by: | Our curriculum will be broadened by: Teaching strategies/interventions: TACPAC | Our curriculum will be broadened by: Teaching strategies/interventions: Colourful semantics | Our curriculum will be broadened by: Teaching strategies/interventions: Colourful semantics |





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| <p>Teaching strategies/interventions: TACPAC Jabadao Sensory stories Intensive interaction Attention Autism Colourful semantics Twinkl Phonics Augmentative and Alternative Communication (AAC) Clicker Communicator Fine motor interventions; including the rainbow trail Puppets SALT intervention Cross curricular links through use of a thematic approach</p> <p>Enrichment: Community visits – theatre trips, cinema trips. School library Visitors within school World Book Day Roald Dahl Day National Poetry Day National Storytelling Week National Writing Day Harry Potter Day</p> | <p>Jabadao Sensory stories Intensive interaction Attention Autism Colourful semantics Twinkl Phonics Augmentative and Alternative Communication (AAC) Clicker Communicator Fine motor interventions; including the rainbow trail Puppets SALT intervention Cross curricular links through use of a thematic approach</p> <p>Enrichment: Community visits – theatre trips, cinema trips. School library Visitors within school World Book Day Roald Dahl Day National Poetry Day National Storytelling Week National Writing Day Harry Potter Day</p> | <p>The use of drama Twinkl Phonics Intensive interaction Augmentative and Alternative Communication (AAC) Clicker Communicator Clicker 8 Clicker Writer Fine motor interventions; including the rainbow trail Puppets Use of technology to record Story sacks Rhino readers App Reading Eggs Massage stories Peer massage SALT intervention Cross curricular links through use of a thematic approach and embedded Literacy Across the Curriculum.</p> <p>Enrichment: Bedale Library Community visits – theatre trips, cinema trips. School library Visitors within school World Book Day Roald Dahl Day National Poetry Day National Storytelling Week National Writing Day Harry Potter Day</p> | <p>The use of drama Twinkl Phonics Augmentative and Alternative Communication (AAC) Clicker Writer Clicker 8 Fine motor interventions; including the rainbow trail Puppets Use of technology to record Story sacks Rhino readers App Reading Eggs Massage stories Peer massage SALT intervention Cross curricular links through the teaching of discrete subjects and embedded Literacy Across the Curriculum</p> <p>Enrichment: Bedale Library Community visits – theatre trips, cinema trips. School library Visitors within school World Book Day Roald Dahl Day National Poetry Day National Storytelling Week National Writing Day Harry Potter Day</p> |
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| Secondary Semi-Formal | Secondary Formal Pastoral | Secondary Formal | Secondary (A.R.E) |
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| <p>Our curriculum will:</p> <ul style="list-style-type: none"> • Enable all learners to move to the next stage of their lives • Enable all learners to express themselves and communicate with others, using communication aids if required • Enable all learners to read to the best of their ability • Enable all learners to write as clearly, accurately and coherently as they possibly can, using communication aids if required • Develop functional vocabulary • Provide learners with access to a wide range of texts of different text types and from a range of authors, time periods and cultures | <p>Our curriculum will:</p> <ul style="list-style-type: none"> • Enable all learners to leave with certificates in English skills • Enable all learners to move to the next stage of their lives • Enable all learners to express themselves and communicate with others, using communication aids if required • Enable all learners to read to the best of their ability • Enable all learners to write as clearly, accurately and coherently as they possibly can, using communication aids if required • Develop a wide vocabulary • Provide learners with access to a wide range of texts of different text types and from a range of authors, time periods and cultures | <p>Our curriculum will:</p> <ul style="list-style-type: none"> • Enable all learners to leave with a qualification in English • Enable all learners to move to the next stage of their lives • Enable all learners to confidently express themselves and communicate with others, in a range of settings, using communication aids if required • Enable all learners to read to the best of their ability • Enable all learners to independently write as clearly, accurately and coherently as possible • Develop a rich and varied vocabulary • Provide learners with access to a wide range of texts of different text types and from a range of authors, time periods and cultures | |
| Curriculum Entitlement | | | |
| Our curriculum will be broadened by: | Our curriculum will be broadened by: Teaching strategies/interventions: | Our curriculum will be broadened by: Teaching strategies/interventions: | |





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| <p>Teaching strategies/interventions: TACPAC Sensory stories Intensive interaction Attention Autism Colourful semantics Phonics Intervention Augmentative and Alternative Communication (AAC) Clicker Communicator Fine motor interventions; including the rainbow trail Puppets SALT intervention Cross curricular links through use of a thematic approach Reading Eggs/Fast Phonics</p> <p>Enrichment: Community visits – theatre trips, cinema trips. School library Visitors within school World Book Day Roald Dahl Day National Poetry Day National Storytelling Week National Writing Day Harry Potter Day</p> | <p>Colourful semantics The use of drama Phonics Intervention Intensive interaction Augmentative and Alternative Communication (AAC) Clicker Communicator Clicker 8 Clicker Writer Fine motor interventions; including the rainbow trail Puppets Use of technology to record Story sacks Reading Eggs Massage stories Peer massage SALT intervention Cross curricular links through use of a thematic approach and embedded Literacy Across the Curriculum.</p> <p>Enrichment: Community visits – theatre trips, cinema trips. School library Visitors within school World Book Day Roald Dahl Day National Poetry Day National Storytelling Week National Writing Day Harry Potter Day</p> | <p>The use of drama Phonics Intervention Augmentative and Alternative Communication (AAC) Clicker Writer Clicker 8 Fine motor interventions; including the rainbow trail Use of technology to record Reading Eggs/Eggspress SALT intervention Cross curricular links through the teaching of discrete subjects and embedded Literacy Across the Curriculum</p> <p>Enrichment: Community visits – theatre trips, cinema trips. School library Visitors within school World Book Day Roald Dahl Day National Poetry Day National Storytelling Week National Writing Day Harry Potter Day</p> | |
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| Primary English Curriculum Map | | | | | | |
|---|---|----------------------|---------------|-------------------|------------------------|---------------------|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 1 Theme overview and key content 2022 – 2023 | All About Me | Me and My Local Area | Ye Olde World | The Natural World | Off on a Journey | Coastal Life |
| Year 2 Theme overview and key content | Great Britain | Let's Celebrate | Back in Time | Our Earth | Go Outside and Explore | Let's go Travelling |
| Coverage for each term | Fiction, Non-fiction/Media, Poetry, Drama, Phonics, Comprehension, Composition, Handwriting, GPS, Speaking and listening, Phonics | | | | | |

| English Secondary Semi-formal Curriculum Map | | | | | | |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 1- Theme overview and key content | Identity Fiction Non-fiction/Media Poetry Phonics Comprehension Composition Handwriting Speaking and listening | Identity Fiction Non-fiction/Media Poetry Phonics Comprehension Composition Handwriting Speaking and listening | Other Worlds and Culture Fiction Non-fiction/Media Poetry Phonics Comprehension Composition Handwriting Speaking and listening | Other Worlds and Culture Fiction Non-fiction/Media Poetry Phonics Comprehension Composition Handwriting Speaking and listening | Natural World Fiction Non-fiction/Media Poetry Phonics Comprehension Composition Handwriting Speaking and listening | Natural World Fiction Non-fiction/Media Poetry Phonics Comprehension Composition Handwriting Speaking and listening |





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| <p>Year 2- - Theme overview and key content</p> | <p>Historical (Castles and Knights?) Fiction Non-fiction/Media Poetry</p> <p>Phonics Comprehension Composition Handwriting Speaking and listening</p> | <p>Historical (Castles and Knights?) Fiction Non-fiction/Media Poetry</p> <p>Phonics Comprehension Composition Handwriting Speaking and listening</p> | <p>Food? Fiction Non-fiction/Media Poetry</p> <p>Phonics Comprehension Composition Handwriting Speaking and listening</p> | <p>Food? Fiction Non-fiction/Media Poetry</p> <p>Phonics Comprehension Composition Handwriting Speaking and listening</p> | <p>We're going on a Journey Fiction Non-fiction/Media Poetry</p> <p>Phonics Comprehension Composition Handwriting Speaking and listening</p> | <p>We're going on a Journey Fiction Non-fiction/Media Poetry</p> <p>Phonics Comprehension Composition Handwriting Speaking and listening</p> |
| <p>Year 3- - Theme overview and key content</p> | <p>Fantasy Fiction Non-fiction/Media Poetry</p> <p>Phonics Comprehension Composition Handwriting Speaking and listening</p> | <p>Fantasy Fiction Non-fiction/Media Poetry</p> <p>Phonics Comprehension Composition Handwriting Speaking and listening</p> | <p>Growth Fiction Non-fiction/Media Poetry</p> <p>Phonics Comprehension Composition Handwriting Speaking and listening</p> | <p>Growth Fiction Non-fiction/Media Poetry</p> <p>Phonics Comprehension Composition Handwriting Speaking and listening</p> | <p>Do the Right thing Fiction Non-fiction/Media Poetry</p> <p>Phonics Comprehension Composition Handwriting Speaking and listening</p> | <p>Do the Right Thing Fiction Non-fiction/Media Poetry</p> <p>Phonics Comprehension Composition Handwriting Speaking and listening</p> |





English KS3/4 Formal Pastoral Curriculum Map

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Year 1- Theme overview and key content | <p>Identity Fiction Non-fiction/Media Poetry Drama</p> <p>Phonics Comprehension Composition Handwriting GPS Speaking and listening</p> | <p>Identity Fiction Non-fiction/Media Poetry Drama</p> <p>Phonics Comprehension Composition Handwriting GPS Speaking and listening</p> | <p>Other Worlds And Culture (India covered in KS2) Fiction Non-fiction/Media Poetry Drama</p> <p>Phonics Comprehension Composition Handwriting GPS Speaking and listening</p> | <p>Other Worlds And Culture (India covered in KS2) Fiction Non-fiction/Media Poetry Drama</p> <p>Phonics Comprehension Composition Handwriting GPS Speaking and listening</p> | <p>Natural World Fiction Non-fiction/Media Poetry Drama</p> <p>Phonics Comprehension Composition Handwriting GPS Speaking and listening</p> | <p>Natural World Fiction Non-fiction/Media Poetry Drama</p> <p>Phonics Comprehension Composition Handwriting GPS Speaking and listening</p> |
| Year 2- - Theme overview and key content | <p>Identity and Historical (Romans, Anglo-Saxons, Vikings, WW2 covered in KS2) Fiction Non-fiction/Media Poetry Drama</p> <p>Phonics Comprehension Composition Handwriting</p> | <p>Historical (Romans, Anglo-Saxons, Vikings, WW2 covered in KS2) Fiction Non-fiction/Media Poetry Drama</p> <p>Phonics Comprehension Composition Handwriting GPS</p> | <p>Relationships Fiction Non-fiction/Media Poetry Drama</p> <p>Phonics Comprehension Composition Handwriting GPS Speaking and listening</p> | <p>Relationships Fiction Non-fiction/Media Poetry Drama</p> <p>Phonics Comprehension Composition Handwriting GPS Speaking and listening</p> | <p>Journeys and Survival Fiction Non-fiction/Media Poetry Drama</p> <p>Phonics Comprehension Composition Handwriting GPS Speaking and listening</p> | <p>Journeys and Survival Fiction Non-fiction/Media Poetry Drama</p> <p>Phonics Comprehension Composition Handwriting GPS Speaking and listening</p> |





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| | GPS Speaking and listening | Speaking and listening | | | | |
| Year 3- - Theme overview and key content | Identity and Fantasy Fiction Non-fiction/Media Poetry Drama Phonics Comprehension Composition Handwriting GPS Speaking and listening | Fantasy Fiction Non-fiction/Media Poetry Drama Phonics Comprehension Composition Handwriting GPS Speaking and listening | Growth Fiction Non-fiction/Media Poetry Drama Phonics Comprehension Composition Handwriting GPS Speaking and listening | Growth Fiction Non-fiction/Media Poetry Drama Phonics Comprehension Composition Handwriting GPS Speaking and listening | Do The Right Thing Fiction Non-fiction/Media Poetry Drama Phonics Comprehension Composition Handwriting GPS Speaking and listening | Do The Right Thing Fiction Non-fiction/Media Poetry Drama Phonics Comprehension Composition Handwriting GPS Speaking and listening |

| English KS3 Formal Curriculum Map | | | | | | |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 1- Theme overview and key content | Identity Fiction Non-fiction/Media Poetry | Identity Fiction Non-fiction/Media Poetry | Other Worlds And Culture (India covered in KS2) | Other Worlds And Cultures (India covered in KS2) | Natural World Fiction Non-fiction/Media Poetry | Natural World Fiction Non-fiction/Media Poetry |





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| | <p>Drama</p> <p>Phonics Comprehension Composition Handwriting GPS Speaking and listening</p> | <p>Drama</p> <p>Phonics Comprehension Composition Handwriting GPS Speaking and listening</p> | <p>Fiction Non-fiction/Media Poetry Drama</p> <p>Phonics Comprehension Composition Handwriting GPS Speaking and listening</p> | <p>Fiction Non-fiction/Media Poetry Drama</p> <p>Phonics Comprehension Composition Handwriting GPS Speaking and listening</p> | <p>Drama</p> <p>Phonics Comprehension Composition Handwriting GPS Speaking and listening</p> | <p>Drama</p> <p>Phonics Comprehension Composition Handwriting GPS Speaking and listening</p> |
| <p>Year 2- - Theme overview and key content</p> | <p>Historical (Romans, Anglo-Saxons, Vikings, WW2 covered in KS2)</p> <p>Fiction Non-fiction/Media Poetry Drama</p> <p>Phonics Comprehension Composition Handwriting GPS Speaking and listening</p> | <p>Historical (Romans, Anglo-Saxons, Vikings, WW2 covered in KS2)</p> <p>Fiction Non-fiction/Media Poetry Drama</p> <p>Phonics Comprehension Composition Handwriting GPS Speaking and listening</p> | <p>Relationships</p> <p>Fiction Non-fiction/Media Poetry Drama</p> <p>Phonics Comprehension Composition Handwriting GPS Speaking and listening</p> | <p>Relationships</p> <p>Fiction Non-fiction/Media Poetry Drama</p> <p>Phonics Comprehension Composition Handwriting GPS Speaking and listening</p> | <p>Journeys and Survival</p> <p>Fiction Non-fiction/Media Poetry Drama</p> <p>Phonics Comprehension Composition Handwriting GPS Speaking and listening</p> | <p>Journeys and Survival</p> <p>Fiction Non-fiction/Media Poetry Drama</p> <p>Phonics Comprehension Composition Handwriting GPS Speaking and listening</p> |





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| Year 3- - Theme overview and key content | <p>Magic/ Supernatural / Horror Fiction Non-fiction/Media Poetry Drama</p> <p>Phonics Comprehension Composition Handwriting GPS Speaking and listening</p> | <p>Magic / Supernatural / Horror Fiction Non-fiction/Media Poetry Drama</p> <p>Phonics Comprehension Composition Handwriting GPS Speaking and listening</p> | <p>Coming of Age and Growing Up Fiction Non-fiction/Media Poetry Drama</p> <p>Phonics Comprehension Composition Handwriting GPS Speaking and listening</p> | <p>Coming Of Age and Growing Up Fiction Non-fiction/Media Poetry Drama</p> <p>Phonics Comprehension Composition Handwriting GPS Speaking and listening</p> | <p>Crime and Punishment/Do The Right Thing Fiction Non-fiction/Media Poetry Drama</p> <p>Phonics Comprehension Composition Handwriting GPS Speaking and listening</p> | <p>Crime and Punishment/Do The Right Thing Fiction Non-fiction/Media Poetry Drama</p> <p>Phonics Comprehension Composition Handwriting GPS Speaking and listening</p> |
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| KS4 Formal Curriculum Map – GCSE / Step Up Gold | | | | | | |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 10- Theme overview and key content | <p>Reading Focus</p> <p>Phonics Comprehension Composition Handwriting GPS Speaking and listening</p> | <p>Reading Focus</p> <p>Phonics Comprehension Composition Handwriting GPS Speaking and listening</p> | <p>Writing Focus</p> <p>Phonics Comprehension Composition Handwriting GPS Speaking and listening</p> | <p>Writing Focus</p> <p>Phonics Comprehension Composition Handwriting GPS Speaking and listening</p> | <p>Reading Focus</p> <p>Phonics Comprehension Composition Handwriting GPS Speaking and listening</p> | <p>Writing Focus</p> <p>Phonics Comprehension Composition Handwriting GPS Speaking and listening</p> |





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| Year 11- - Theme overview and key content | Reading Focus Phonics Comprehension Composition Handwriting GPS Speaking and listening | Writing Focus Phonics Comprehension Composition Handwriting GPS Speaking and listening | Revision Phonics Comprehension Composition Handwriting GPS Speaking and listening | Revision Phonics Comprehension Composition Handwriting GPS Speaking and listening | English Skills For Life Phonics Comprehension Composition Handwriting GPS Speaking and listening | N/A |

| KS4 Formal Curriculum Map – Step Up Gold / Silver | | | | | | |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 10- Theme overview and key content | Component 1 Topic 1 Phonics Comprehension Composition Handwriting GPS Speaking and listening | Component 1 Topic 1 Phonics Comprehension Composition Handwriting GPS Speaking and listening | Component 1 Topic 2 Phonics Comprehension Composition Handwriting GPS Speaking and listening | Component 1 Topic 2 Phonics Comprehension Composition Handwriting GPS Speaking and listening | Component 2 Topic 1 Phonics Comprehension Composition Handwriting GPS Speaking and listening | Component 2 Topic 1 Phonics Comprehension Composition Handwriting GPS Speaking and listening |





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| <p>Year 11- - Theme overview and key content</p> | <p>Component 1 Topic 3</p> <p>Phonics Comprehension Composition Handwriting GPS Speaking and listening</p> | <p>Component 1 Topic 3</p> <p>Phonics Comprehension Composition Handwriting GPS Speaking and listening</p> | <p>Component 2 Topic 2</p> <p>Phonics Comprehension Composition Handwriting GPS Speaking and listening</p> | <p>Component 2 Topic 2</p> <p>Phonics Comprehension Composition Handwriting GPS Speaking and listening</p> | <p>English Skills For Life</p> <p>Phonics Comprehension Composition Handwriting GPS Speaking and listening</p> | <p>N/A</p> |
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