

**CURRICULUM MAP****Subject** ESOL**Head of Department** Sarah Batchelor**SCHOOL INTENT**

*Through all we do, we prepare students for opportunities, responsibilities and experiences later in life. We aim to inspire, enable and facilitate lifelong learners able to build on their individual strengths and capabilities, who achieve their ambitions. We seek to support our students becoming **healthy, happy, successful** modern people young adults; knowledgeable, kind, aware, confident, capable and skilful members of society. (Curriculum Intent)*

Rutlish School Mission Statement: "Modeste, Strenue, Sancte: Be modest, be thorough, pursue righteousness"

We want students to:

succeed (we strive to provide pathways to support their success)

embrace challenge, build resilience, overcome setbacks and become increasingly independent in pursuit of their goals

be aware of their responsibilities and feel confident to participate and contribute to society. (Curriculum Intent)

Rutlish School: Curriculum Intent

Rutlish School provides a meaningful, broad and balanced curriculum, which is accessible to all, as well as supports and challenges all students.

The School aims to:

- ensure that the curriculum is designed for every student of every ability and every background to be supported in making the best possible progress and attainment from their starting point;
- ensure all students can successfully access the curriculum offer, making any reasonable adjustments required where particular needs are identified;
- ensure that the curriculum is accessible to all abilities and that planning and teaching aim to support, stretch and challenge all learners across a full range of abilities;
- provide a curriculum that is sequenced to build skills and knowledge throughout students' time at Rutlish School, to equip them for their next steps in education, and careers and in life;
- provide a curriculum that promotes a deeper and wider understanding of the world outside of the classroom;
- ensure our curriculum consistently promotes high moral standards, social and self-awareness and allow students to form informed opinions on social issues such as, equality, diversity and inclusivity as well as the practical aspects of society;
- provide opportunities for students to personalise and apply learning in other contexts, including personal and cross-curricular;
- provide students with the skills and knowledge necessary to becoming independent, analytical, critical, and innovative thinkers;
- provide opportunity to encourage students' curiosity, creativity, self-expression, resilience, and confidence;
- develop staff to deliver skills beyond their own subject specialism and incorporate cross curricular initiatives, in particular Literacy, Reading, Numeracy, ICT and Enterprise;
- ensure that our curriculum offer support for different educational and career pathways, including EBACC and vocational;
- provide consistent opportunities for students to develop and enhance their reading skills, and support is provided to ensure all students are able to access the curriculum.

DEPARTMENT INTENT

- Students with EAL will gain the language skills and knowledge needed to enable them to have an equal opportunity to access the full, broad and balanced curriculum in order to make good progress and succeed
- All staff include, support, challenge and celebrate all students inside and outside classrooms, creating cultural and linguistic bridges between home and wider community
- Intervention, including transition and the ESOL curriculum is reflective of student body and their histories; it supports the acquisition of spoken English and the written word
- Safe conditions for learning that are inclusive are sustained: diversity is recognised and celebrated

KEY STAGE 4 RATIONALE/ INTENT

- Provide knowledge of and skills for effective communication in wider society: reading, writing, speaking and listening
- Preparation for FE and future employment
- Preparation for home economics
- Support the transition from an international education (or lack thereof) to a British one
- Educate on and celebrate British Values in preparation for life in the UK
- Celebrate home language and culture and forge a bridge between home and here

IMPLEMENTATION

- Accurate first language data as defined by the DfE
- Use of Proficiency in English codes to determine level of intervention / show progress
- Admissions: meetings / groupings / buddy system / support programme / key documents on SIMS
- Sharing key information with relevant staff / teams that work with child
- Deployment of LSAs
- Classroom strategies / resources
- Data collection and analysis
- Home languages
- 6th form enrichment
- JLT department links
- Staff CPD
- Improving outcomes for groups at risk of underachievement, such as: refugees and asylum seekers, PP and pupils arriving at KS4
- Liaison with: admin, pastoral teams, subject areas – in particular English, Inclusion, SEN, Exams office, carers, outside agencies (where appropriate)



YEAR 10						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	UNIT OF WORK: ALL ABOUT ME	UNIT OF WORK: CELEBRATIONS IN THE UK	UNIT OF WORK: MY LOCAL COMMUNITY	UNIT OF WORK: REVIEW WRITING	UNIT OF WORK: LIFE EVENTS: HOME CULTURE FOCUS	UNIT OF WORK: PEOPLE OF INFLUENCE / INTEREST
	READING FOR MEANING (about others) PRESENTING (about themselves) DISCUSSION (about journeying to / life in London) LETTER WRITING (to a friend / family member from home) FORM FILLING (introducing myself: likes / dislikes / strengths / personal targets)	READING FOR MEANING (leaflets / adverts / invitations / celebratory cards / nonfiction: histories / song lyrics) IDENTIFYING PURPOSE OF TEXTS (to persuade / inform / describe / explain) DISCUSSION (related to similarities and differences with home culture celebrations) LISTEN AND RESPOND (eliciting detail from spoken word descriptions of UK celebrations) LANGUAGE ONLINE (creating content / creativity with language / writing emails)	IDENTIFYING PURPOSE OF TEXTS (signs / symbols around school / town; adverts / posters) PRESENTATION (personal views re: change in the local community) DISCUSSION (discourse re: change in the local community) LETTER WRITING TO ARGUE / PERSUADE (BASED ON S&L ACTIVITIES: ADAPTING LANGUAGE FOR PURPOSE / AUDIENCE) FORM FILLING (applications for HBT)	READING FOR MEANING (class novel / story: summarising) IDENTIFYING LANGUAGE TECHNIQUES (class reading & examples of reviews) DISCUSSION (likes and dislikes / opinions re: class reading) LISTEN AND RESPOND (DIFFERENT OPINIONS) BOOK REVIEW (CLASS reading) FORM FILLING (FILM REVIEW; CINEMA TRIP)	PRESENTATIONS (opportunities for research and planning: individually chosen home culture focus) INTERVIEW IN HOME LANGUAGE – TRANSLATING TRANSCRIPTS (SPAG foci reiterated) LISTEN AND RESPOND (reading transcripts; creating questions re: transcripts)	PRESENTATIONS (opportunities for use of ICT: individually chosen person of influence / interest) FORM FILLING (NOMINATING MOST INFLUENTIAL PERSON OF INTEREST) DISCUSSION (based on presentations; choosing the most influential – decision making that mirrors assessment in S&L) BIOGRAPHICAL WRITING: (opportunities for research and planning: class nominated person of interest)
KEY SKILLS	<u>Reading</u> LO3: Be able to find information in text	<u>Reading</u> LO1: Be able to gain meaning from text LO2: Be able to distinguish the purpose of text LO3: Be able to find information in text	<u>Reading</u> LO2: Be able to distinguish the purpose of text LO3: Be able to find information in text	<u>Reading</u> LO1: Be able to gain meaning from text	<u>Speaking and Listening</u> LO1: Be able to obtain information from verbal communication LO2: Be able to speak English to communicate LO3: Be able to convey information	<u>Speaking and Listening</u> LO2: Be able to speak English to communicate LO4: Be able to engage in discussion with others
	<u>Speaking and Listening</u> LO3: Be able to convey information LO4: Be able to engage in discussion with others	<u>Speaking and Listening</u> LO1: Be able to obtain information from verbal communication LO4: Be able to engage in discussion with others	<u>Speaking and Listening</u> LO1: Be able to obtain information from verbal communication LO2: Be able to speak English to communicate LO3: Be able to convey information LO4: Be able to engage in discussion with others	<u>Speaking and Listening</u> LO1: Be able to obtain information from verbal communication LO4: Be able to engage in discussion with others	<u>Speaking and Listening</u> LO1: Be able to obtain information from verbal communication LO4: Be able to engage in discussion with others	<u>Writing</u> LO2: Be able to produce text for different tasks LO3: Be able to complete a form



HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	Activities are skills based and clearly flagged as an example of X in reading, writing, speaking and listening: repetitive structures. Explicit links made to life skills and language use in wider society: applying knowledge to a variety of authentic settings.	Activities are skills based and clearly flagged as an example of X in reading, writing, speaking and listening: repetitive structures. Explicit links made to life skills and language use in wider society: applying knowledge to a variety of authentic settings.	Activities are skills based and clearly flagged as an example of X in reading, writing, speaking and listening: repetitive structures. Explicit links made to life skills and language use in wider society: applying knowledge to a variety of authentic settings.	Activities are skills based and clearly flagged as an example of X in reading, writing, speaking and listening: repetitive structures. Explicit links made to life skills and language use in wider society: applying knowledge to a variety of authentic settings.	Activities are skills based and clearly flagged as an example of X in reading, writing, speaking and listening: repetitive structures. Explicit links made to life skills and language use in wider society: applying knowledge to a variety of authentic settings.	Activities are skills based and clearly flagged as an example of X in reading, writing, speaking and listening: repetitive structures. Explicit links made to life skills and language use in wider society: applying knowledge to a variety of authentic settings.
LINKS TO THE WORLD i.e. links to careers; equality; gender, class, ethnicity, etc.; different subjects	Self-awareness / reflection and links to aspirations / long term goals Cultural / personal identity Anti-racism Celebration of diversity Links to PSHE, RE, history, geography, music, art, food tech	British Values Moments of historical importance in the UK and home country: how are they celebrated Christianity and the Christian calendar Making links between Christianity and other religious festivals worldwide	Access to opportunities in school and local community (HBT, volunteering, human experience, jobs) Representation in local community Discussions lead to learners developing opinions and articulating / questioning thoughtfully Argumentative writing links to English Language Paper 2	Equal access to bilingual texts (cohort specific bilingual readers sourced) Ethics and morality as thematically explored in class text Identifying language techniques links to English Language Paper 1 Discussions lead to learners developing opinions and articulating / questioning thoughtfully	Celebrating and commemorating life and death Explicit links to cultural tradition / heritage and RE Fostering links with home: parents and carers / family members involved in activity that develops and celebrates home language learning Building empathy / understanding / cultural inclusion	Links to career pathways Links to history / politics / RE / music / science / maths / art / social media Opportunities for ICT
ASSESSMENTS Summative and Formative as applicable	INITIAL DIAGNOSTIC ASSESSMENTS Ongoing formative assessment through: book marking and instant verbal feedback, self and peer assessment, language games, quizzes, example activities that mirror ESOL paper tasks for all three components in MOCK settings	Ongoing formative assessment through: book marking and instant verbal feedback, self and peer assessment, language games, quizzes, example activities that mirror ESOL paper tasks for all three components in MOCK settings	Ongoing formative assessment through: book marking and instant verbal feedback, self and peer assessment, language games, quizzes, example activities that mirror ESOL paper tasks for all three components in MOCK settings	Ongoing formative assessment through: book marking and instant verbal feedback, self and peer assessment, language games, quizzes, example activities that mirror ESOL paper tasks for all three components in MOCK settings	Ongoing formative assessment through: book marking and instant verbal feedback, self and peer assessment, language games, quizzes, example activities that mirror ESOL paper tasks for all three components in MOCK settings	Ongoing formative assessment through: book marking and instant verbal feedback, self and peer assessment, language games, quizzes, example activities that mirror ESOL paper tasks for all three components in MOCK settings
FEEDBACK SUPPORTS LEARNING	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. <input checked="" type="checkbox"/>	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. <input checked="" type="checkbox"/>	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. <input checked="" type="checkbox"/>	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. <input checked="" type="checkbox"/>	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. <input checked="" type="checkbox"/>	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. <input checked="" type="checkbox"/>



SPECIALIST VOCABULARY	Word	Word	Word	Word	Word	Word
	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
	Phrase	Phrase	Phrase	Phrase	Phrase	Phrase
	Sentence	Sentence	Sentence	Sentence	Sentence	Sentence
	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics
	Alphabet	Alphabet	Alphabet	Alphabet	Alphabet	Alphabet
	Digit	Digit	Digit	Digit	Digit	Digit
	Text	Text	Text	Text	Text	Text
	Comprehension	Comprehension	Comprehension	Comprehension	Comprehension	Comprehension
	Genre	Genre	Genre	Genre	Genre	Genre
	Listen	Listen	Listen	Listen	Listen	Listen
	Respond	Respond	Respond	Respond	Respond	Respond
	Question	Question	Question	Question	Question	Question
	Feeling	Feeling	Feeling	Feeling	Feeling	Feeling
	Attitude	Attitude	Attitude	Attitude	Attitude	Attitude
	Opinion	Opinion	Opinion	Opinion	Opinion	Opinion
	Discuss	Discuss	Discuss	Discuss	Discuss	Discuss
	Speak	Speak	Speak	Speak	Speak	Speak
	Pronunciation	Pronunciation	Pronunciation	Pronunciation	Pronunciation	Pronunciation
	Stress	Stress	Stress	Stress	Stress	Stress
Register	Register	Register	Register	Register	Register	
Clarification	Clarification	Clarification	Clarification	Clarification	Clarification	
Spelling	Spelling	Spelling	Spelling	Spelling	Spelling	
Grammar	Grammar	Grammar	Grammar	Grammar	Grammar	
Punctuation	Punctuation	Punctuation	Punctuation	Punctuation	Punctuation	
Capitalisation	Capitalisation	Capitalisation	Capitalisation	Capitalisation	Capitalisation	
Quality First Teaching	<ul style="list-style-type: none"> ✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc. ✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc. ✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading ✓ Opportunities to apply key concepts and address misconceptions 					



YEAR 11

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	UNIT OF WORK: MY FUTURE	UNIT OF WORK: SPORT AND LEISURE	UNIT OF WORK: CURRENT AFFAIRS	UNIT OF WORK: EXAM PREP AND EXAM	UNIT OF WORK: NARRATIVE WRITING	UNIT OF WORK: STUDY SKILLS
	RESEARCH AND READ FOR MEANING (FE and career pathways / likes and dislikes / long term goals) WRITING PERSONAL STATEMENTS (aspirations / long term goals) WRITING CVS (language of employment) FORM FILLING (writing applications to FE placement) READING FOR MEANING (identifying suitable candidates for roles and responsibilities around the school: helping to select and interview home language ambassadors from application form entries)	READING FOR MEANING: HISTORY OF FOOTBALL / OLYMPICS LINKS TO LONDON 2012 / EUROS 2021 / QATAR 2022 (current and relevant curriculum content) READING FOR MEANING (Gareth Southgate letter to fans: Euros 2021) LISTEN AND RESPOND (eliciting detail from famous / pivotal sporting commentaries)	LISTEN AND RESPOND (TO NEWS / CHAT SHOWS) PRESENTATION (related to a topic of personal interest) FORM FILLING (nominating a topic for more media coverage) DISCUSSION (in response to presentations: which topic needs more attention from national / international media and why: group decision needed) ARTICLE WRITING (class nominated topic)	<ul style="list-style-type: none"> READING WRITING SPEAKING AND LISTENING 	READING FOR MEANING (identifying language techniques in descriptive writing) READING FOR MEANING (decoding vocabulary) NARRATIVE WRITING (developing descriptions; SPAG)	REVISION SKILLS PLANNING responses Diet and HEALTHY LIVING / WELLBEING
KEY SKILLS	<u>Reading:</u> LO1: Be able to gain meaning from text LO3: Be able to find information in text <u>Writing:</u> LO1: Be able to plan text for given task LO2: Be able to produce text for different tasks LO3: Be able to complete a form	<u>Reading:</u> LO1: Be able to gain meaning from text LO3: Be able to find information in text <u>Speaking and Listening:</u> LO1: Be able to obtain information from verbal communication LO2: Be able to speak English to communicate LO3: Be able to convey information LO4: Be able to engage in discussion with others <u>Writing:</u> LO1: Be able to plan text for given task LO2: Be able to produce text for different tasks LO3: Be able to complete a form	<u>Speaking and Listening:</u> LO1: Be able to obtain information from verbal communication LO2: Be able to speak English to communicate LO3: Be able to convey information LO4: Be able to engage in discussion with others <u>Writing:</u> LO1: Be able to plan text for given task LO2: Be able to produce text for different tasks LO3: Be able to complete a form	ALL LOS	ENGLISH LANGUAGE AO2: LANGUAGE ANALYSIS ENGLISH LANGUAGE AO5: CONTENT AND ORGANISATION ENGLISH LANGUAGE AO6: TECHNICAL ACCURACY	LEARN MORE REMEMBER MORE



HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	Activities are skills based and clearly flagged as an example of X in reading, writing, speaking and listening: repetitive structures. Explicit links made to life skills and language use in wider society: applying knowledge to a variety of authentic settings.	Activities are skills based and clearly flagged as an example of X in reading, writing, speaking and listening: repetitive structures. Explicit links made to life skills and language use in wider society: applying knowledge to a variety of authentic settings.	Activities are skills based and clearly flagged as an example of X in reading, writing, speaking and listening: repetitive structures. Explicit links made to life skills and language use in wider society: applying knowledge to a variety of authentic settings.	TIMED PRACTICE	Activities clearly flagged as an example of Q5 English Language Paper 1	Activities clearly flagged as supporting preparation for final exams and organisational aids in FE / future employment / wider society / home economics
LINKS TO THE WORLD i.e. links to careers; equality: gender, class, ethnicity, etc.: different	Explicit links to FE and career pathways / long term goals Roles in society explored Home language ambassador selection activity celebrates language and cultural diversity in the school	Links between physical and mental wellbeing National teams and community cohesion Anti-racism and ally ship: 'taking the knee' Links to PSHE, PE	Links to media, English, history, politics		Etymology Fostering creativity and creative outlet Narrative writing links to English Language Paper 1	Readiness for home economics Life admin and time management Organisational skills Healthy lifestyles Wellbeing Links to PSHE, PE,
ASSESSMENTS Summative and Formative as applicable	Ongoing formative assessment through: book marking and instant verbal feedback, self and peer assessment, language games, quizzes, example activities that mirror ESOL paper tasks for all three components in MOCK settings	Ongoing formative assessment through: book marking and instant verbal feedback, self and peer assessment, language games, quizzes, example activities that mirror ESOL paper tasks for all three components in MOCK settings	Ongoing formative assessment through: book marking and instant verbal feedback, self and peer assessment, language games, quizzes, example activities that mirror ESOL paper tasks for all three components in MOCK settings	SUMMATIVE: FINAL ESOL ASSESSMENTS (THESE CAN BE RE SAT AS NECESSARY; LEARNERS CAN BE RE ENTERED AS NECESSARY)	N/A	N/A
FEEDBACK SUPPORTS LEARNING	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. <input checked="" type="checkbox"/>	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. <input checked="" type="checkbox"/>	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. <input checked="" type="checkbox"/>	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. <input checked="" type="checkbox"/>	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. <input checked="" type="checkbox"/>	Opportunity for students to reflect on learning, respond to feedback, improve work, etc. <input checked="" type="checkbox"/>
SPECIALIST VOCABULARY	Word Vocabulary Phrase Sentence Phonics Alphabet Digit Text Comprehension	Word Vocabulary Phrase Sentence Phonics Alphabet Digit Text Comprehension	Word Vocabulary Phrase Sentence Phonics Alphabet Digit Text Comprehension	Word Vocabulary Phrase Sentence Phonics Alphabet Digit Text Comprehension	Figurative language Adverbs Verbs Adjectives Nouns Sensory language Show not tell Metaphor Simile	



	Genre Listen Respond Question Feeling Attitude Opinion Discuss Speak Pronunciation Stress Register Clarification Spelling Grammar Punctuation Capitalisation	Genre Listen Respond Question Feeling Attitude Opinion Discuss Speak Pronunciation Stress Register Clarification Spelling Grammar Punctuation Capitalisation	Genre Listen Respond Question Feeling Attitude Opinion Discuss Speak Pronunciation Stress Register Clarification Spelling Grammar Punctuation Capitalisation	Genre Listen Respond Question Feeling Attitude Opinion Discuss Speak Pronunciation Stress Register Clarification Spelling Grammar Punctuation Capitalisation	Personification Onomatopoeia Pathetic fallacy Symbolism	
QUALITY FIRST TEACHING	<ul style="list-style-type: none"> ✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc. ✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc. ✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading ✓ Opportunities to apply key concepts and address misconceptions 					

Guided hours: Reading 60; Speaking and Listening 120; Writing 90

Reading: vocabulary, word recognition, phonics, grammar, punctuation, comprehension

LO1: Be able to gain meaning from text

- 1.1 Identify the main points of text
- 1.2 Identify the main events of text
- 1.3 Use language features to identify meaning in text
- 1.4 Identify the meaning of vocabulary in text

LO2: Be able to distinguish the purpose of text

- 2.1 Identify the purpose of text

LO3: Be able to find information in text

- 3.1 Obtain specific information from text
- 3.2 Evaluate information from different sources

Speaking and Listening: listen and respond; engage in discussion; speak to communicate

LO1: Be able to obtain information from verbal communication

- 1.1 Follow the gist of extended verbal communication
- 1.2 Obtain relevant detail from extended verbal communication
- 1.3 Follow multi step verbal instructions correctly for given purpose

LO2: Be able to speak English to communicate

- 2.1 Use clear pronunciation to convey intended meaning
- 2.2 Use appropriate language in context according to formality

LO3: Be able to convey information

- 3.1 Present information in a logical sequence for a given purpose
- 3.2 Provide a verbal account with relevant information confidently for a given audience
- 3.3 Convey relevant detail during verbal communication

LO4: Be able to engage in discussion with others

- 4.1 Contribute constructively to discussions
- 4.2 Express views constructively during verbal communication
- 4.3 Respond to others constructively to move discussion forward
- 4.4 Obtain relevant information from others

Writing: spelling and handwriting; grammar and punctuation; writing composition

LO1: Be able to plan text for given task

- 1.1 Plan text for specific task

LO2: Be able to produce text for different tasks

- 2.1 Produce content which meets the purpose effectively
- 2.2 Use language effectively
- 2.3 Structure text coherently for purpose
- 2.4 Use grammar correctly
- 2.5 Use punctuation correctly
- 2.6 Spell words accurately

LO3: Be able to complete a form

- 3.1 Complete a form with open and closed responses correctly