

Secondary ENGLISH CURRICULUM

MAP

My Future! What's next?

College Work Success!

Celebrating **Differences** S3.18. I can communicate information, specified) ideas and opinions clearly and in a logical

Dreams and Goals S3.19. I can write text of an appropriate level of detail and of appropriate length (including where this is

Healthy Me S3.20. I can use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points

ALMOST DONE! S3.21. I can write in compound sentences and paragraphs where appropriate for purpose and audience

Being Me in My World

sequence (e.g. chronologically, by task)

S3.16. I can use the first, second an third place letters to sequence wo

alphabetical order S3.17. I can spell designated words

Changing Me

S3.16. I can use the first,

alphabetical order

Relationships

S3.15. I can use mostly correct grammar (e.g. subject-verb agreement, consistent use of tense, definite and indefinite articles)

Healthy Me

S3.13. I can use a range of punctuation correctly (e.g. full stops, question marks, exclamation marks, commas)

S3.14. I can form irregular plurals

Dreams and Goals

S3.12. I can understand organisational features and use them to locate relevant nformation (e.g. contents, index, menus, tabs and links)

Dreams and Gnals

S3.6. I can make relevant contributions to group discussions about straightforward topics

Healthy Me

S3.7. I can listen to and S3.8. I can correctly respond appropriately to other points of view, respecting conventions of turntaking

Relationships

read designated words

Changing Me

S3.9. I can identify, understand and extract the main points and ideas in and from texts

Being Me in My World

S3.10. I can identify different purposes of straightforward texts

Celebrating differences

S3.11. I can use effective strategies to find the meaning of words (e.g. a dictionary, working out meaning from context; using knowledge of different word types)

Celebrating differences

S3.4. I can respond ppropriately to questions on a range of straightforward topics S3.5. I can follow and understand the main points of discussions

Being Me in My World

S3.3. I can communicate information and opinions clearly on a range of topics



Changing Me

S3.2. I can make requests and ask concise questions using appropriate language in different contexts

Relationships S3.1 I can identify and extract relevant information and detail in straightforward explanations

Healthy Me

S2.20. I can use adjectives and simple linking words in the appropriate way

Dreams and Goals

S2.19. I can write in compound sentences, using common conjunctions (e.g. or, and, but) to connect clauses

Healthy Me

S2.13. I can use basic punctuation correctly (e.g. full stops, capital letters, question S2.14. I can form regular plurals

Relationships

S2.15. I can use the first and second letters to sequence words in alphabetical order

Changing Me

S2.16. I can spell designated words correctly

Being Me in My World

S2.17. I can communicate information in words, phrases and simple sentences

Celebrating **Differences**

S2.18. I can complete a form asking for personal information (e.g. first name, surname, address, postcode, age, date of birth)

Dreams and Goals

S2.12. I can use illustrations, images and captions to locate information

Celebrating differences

S2.11. I can read and understand sentences with more than one clause

Being Me in My World

S2.10. I can use effective strategies to find the meaning of words and check their spelling (e.g. a simple dictionary, spell-checker)

