

## Subject Department Planning Guidelines for First Year

### Considerations:

- **The English Specification**
- Linking with the Primary School Curriculum
- 22 Learning Outcomes for First Year
- Guidelines to Inform Choice of Text for First Year
- Indicative List of 20 Novels
- Existing First Year English Plan
- Year Planner Template
- Subject Department Plan Template
- Sample Plan

### Suggested Steps to Planning for First Year English:

**Step 1:** Look at your Year Planner

**Step 2:** Look at the guidelines for first year and hang some of the anchor texts.

The choice of when to do your texts is entirely up to your English department

**Step 3:** Choose themes for your units

**Step 4:** Plan which learning outcomes to address in each term/unit

**Step 5:** Populate each unit with texts and activities which will help your students to achieve the learning outcomes

**Step 6:** Make sure to align assessment with the main learning outcomes

## Selecting your Learning Outcomes and Texts

Look at the first year **Year Planner** as a whole to see the year. It may be useful to guide yourself to plan for **five terms per year**, with a **limited number of main learning outcomes per term**.

- Aim to have a selection of the 22 learning outcomes for first year from across all three strands: **Oral Language, Reading** and **Writing**.  
Remember that the three strands are always integrated in the classroom, so while you may create a unit whose focus is on oral language development, students will always be engaged in reading and writing throughout the unit.
- Indicate clearly which learning outcomes you would like to prioritise as your **main learning outcomes**. You may also choose to select a variety of **supplementary learning outcomes** which you will touch upon but will not be particularly in focus.
- Work to a **sample planning template** within your English department to make sure everybody is on the 'same page' as it were.
- Look at the first year guidelines regarding texts and prioritise the texts to be covered- remember to include a **broad range of texts** and highlight the main outcomes which relate to these texts.
- As a department you could:
  - create a detailed **Department Plan** which lays out all the texts to be covered by every teacher.
  - or*
  - create a generic **Department Plan** which outlines when texts and learning outcomes should be met, and how they will be assessed, without specifying which texts each individual teacher will use. Each teacher would then individualise the department plan with their personal choice of novels, dramas, poems, etc...

## Evidence of Learning and Assessment

- What assessment approaches will you use and what evidence will they generate?
- What range of evidence will you gather? Evidence may come from what students will: **Say, Write, Make** or **Do**. The range of evidence gathered will depend on the focus of the unit.
- What are the next steps for the learner?