

CURRICULUM INTENT: ENGLISH LANGUAGE AND LITERATURE

English is the window through which we are able to explore the world around us. Through literature we can experience new ideas and feelings, and become empathetic to the thoughts/ideas and values of others. Through our Key Stage Three curriculum we aim to develop a passion for reading and to instil in our students a desire to read not only fiction, but a range of text times from different cultures and regions of the world. Reading is the most important skill we can develop within our students, and a love of reading will not only develop their skills academically, but also socially, emotionally and culturally. Our work in English lessons is the cornerstone of building our students into kind, understanding and considerate young adults. Creating an environment in which reading is celebrated will also help students to succeed in their own writing – the best readers are always the best writers; through exploring other texts we can develop a detailed understanding of how language works, the way in which it impacts and effects the reader, and how best to structure and form pieces for maximum impact.

At Key Stage Four, we have carefully considered our approach to the GCSEs. By moving to iGCSE Literature we enable all students the opportunity to succeed by focusing on analysis and context without the heavy reliance on quotation learning required of the GCSE courses. In doing this students are encouraged to delve deeper into the social and historical context of texts, further broadening their understanding of British and World history and values, and helping them to continue on their paths to becoming empathetic and knowledgeable adults. In English Language, we continue to build upon the skills embedded at Key Stage 3 while stretching students through more complex texts. Our work at Key Stage 3 building reading levels and confidence means that students are able to access these complex texts with ease. The AQA English Language course allows students to explore many different text types, and gives an opportunity to equally explore both fiction and non-fiction. Not only this, but the linear nature of the A-Level course means students who go on to study English Language at A-Level (the most popular provider of which is AQA) will have already developed the core skills needed to hit the ground running.

CURRICULUM IMPLEMENTATION: ENGLISH LANGUAGE AND LITERATURE

	AUTUMN TERM		SPRING TERM		SUMMER TERM		TRIPS AND EVENTS
	Autumn 1	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2	
Year 7 Knowledge	CORALINE - READING	CORALINE – WRITING	ROMEO AND JULIET - READING	ROMEO AND JULIET - WRITING	TRAVEL - READING	TRAVEL - WRITING	Theatre Trip – ‘The Ocean at the End of the Lane’.
	What are the conventions of genre? How do writers establish mood through setting? How do writers create tension? How does Gaiman explore ideas about gender? What is gothic literature? How do we effectively compare characters? How do we craft successful and informative leaflets?	How do writers construct short stories? How do writers show us instead of telling us? How can I create powerful character descriptions? How can I edit and proof-read my work effectively? What is an epilogue? What makes an interesting and informative book review?	Exploration of Elizabethan England Introduction to Shakespeare How does Shakespeare use foreshadowing in the Prologue? To what extent is Juliet a typical Elizabeth female character? To what extent is Lord Capulet a typical Elizabethan father? How does Shakespeare present conflict in the play?	What makes a speech persuasive? Introduction to persuasive writing techniques. Who is the most to blame for the deaths of Romeo and Juliet? How do we construct a convincing speech? How can we write personal anecdotes?	How do writers use descriptive and persuasive techniques to appeal to readers? What is the writer’s message? How can we compare the intentions of writers?	How can we emulate writing styles of contemporary authors? How can sensory imagery be used effectively to entice/repel?	

<p>Year 7 Skills</p>	<p>Literacy Weekly reading lessons, in lesson reading and homework reading, SPAG skills built into lessons. STAR Reading and Accelerated Reader. Numeracy Tension graphs Using statistics in non-fiction writing. SMSC Gender stereotypes Subject Specific Skills SPAG, PETAL, Text Types – Leaflet, Library Lessons, AO1 and AO2 focus, some AO3 (lang)</p>	<p>Literacy Weekly reading lessons, in lesson reading and homework reading, SPAG skills built into lessons. STAR Reading and Accelerated Reader. Numeracy Working out percentages from marks SMSC Writing from different perspectives Subject Specific Skills SPAG, Narrative Bookmark Structure, Text Type – Review, Library Lessons, AO5 and AO6 focus</p>	<p>Literacy Weekly reading lessons, in lesson reading and homework reading, SPAG skills built into lessons. STAR Reading and Accelerated Reader. Numeracy Working out percentages from marks SMSC Gender, Religion, Conflict Resolution Subject Specific Skills SPAG, Introduction to AO4 (Lit), Library Lessons, AO1, AO2, and AO4 focus with Challenge students stretching to PETAETAL.</p>	<p>Literacy Weekly reading lessons, in lesson reading and homework reading, SPAG skills built into lessons. STAR Reading and Accelerated Reader. Numeracy Using statistics to inform/persuade SMSC Legality and morality, bias, historic speeches. Subject Specific Skills SPAG, Vocabulary building, Text Type – Speech, Library Lessons, AO5 and AO6 focus.</p>	<p>Literacy Weekly reading lessons, in lesson reading and homework reading, SPAG skills built into lessons. STAR Reading and Accelerated Reader. Numeracy Keeping rhythm and monitoring rhyme. SMSC Refugees, Racism, Exploring different cultures. Subject Specific Skills SPAG, Vocabulary building, Library Lessons, AO1, AO2 and AO4 (Writer’s Message) focus.</p>	<p>Literacy Weekly reading lessons, in lesson reading and homework reading, SPAG skills built into lessons. STAR Reading and Accelerated Reader. Numeracy Keeping rhythm and monitoring rhyme. SMSC Identity, culture and diversity Subject Specific Skills SPAG, Vocabulary building, Library Lessons, AO5 and AO6 focus.</p>	
<p>Year 8 Knowledge</p>	<p>SAWBONES - READING</p> <p>How can I analyse language used to construct character? How are structural features used to develop understanding and interest? How does Johnson use symbolism? What was the reality of life for Black citizens in Georgian London? How does Johnson use description to convey a sense of the reality of life in Georgian London?</p>	<p>SAWBONES – WRITING</p> <p>How can I use context to develop my own response to texts? How do writers create effective descriptions of setting? How can I innovate a character description? How can I describe action in writing? How do I plan narrative writing effectively?</p>	<p>OTHELLO- READING</p> <p>Exploration of Elizabethan England Introduction to Shakespeare How does Shakespeare use foreshadowing in Act One To what extent is Desdemona typical Elizabeth female character? To what extent is Othello a typical Elizabethan man? How does Shakespeare present conflict in the play?</p>	<p>OTHELLO - WRITING</p> <p>What makes a speech persuasive? Introduction to persuasive writing techniques. Who is the most to blame for the death of Desdemona? How do we construct a convincing speech? How can we write personal anecdotes?</p>	<p>NON-FICTION (OUR WORLD) - READING</p> <p>What is Fast Fashion? How do writers use persuasive techniques to influence the emotions of readers? What is the impact of Fast Fashion upon the world? How do writers convey their thoughts and feelings about Fast Fashion? How can we use our skills in English to enact real world change?</p>	<p>NON-FICTION (OUR WORLD)- WRITING</p> <p>What is climate change and how can we stop it? What are activists already doing and how are they using English skills to achieve their goals? How can we plan an effective persuasive writing piece? What are the expectations in letter writing?</p>	

<p>Year 8 Skills</p>	<p>Literacy Weekly reading lessons, in lesson reading and homework reading, SPAG skills built into lessons. STAR Reading and Accelerated Reader. Numeracy Using statistics in non-fiction writing. SMSC Propaganda, Fake news, Bias, World War One – reality of war. Subject Specific Skills SPAG Skills, PETAETAL, Text Type – Posters, Library/Literacy Lessons, AO1, AO2 and AO4 (Context and Writer’s message)</p>	<p>Literacy Weekly reading lessons, in lesson reading and homework reading, SPAG skills built into lessons. STAR Reading and Accelerated Reader. Numeracy Tracking rhyme and rhythm. SMSC Conflict, PTSD, Lives of soldiers and civilians Subject Specific Skills SPAG Skills, Library/Literacy Lessons, AO5 and AO6 focus.</p>	<p>Literacy Weekly reading lessons, in lesson reading and homework reading, SPAG skills built into lessons. STAR Reading and Accelerated Reader. Numeracy Working out percentages from marks SMSC Prejudice and discrimination, class divides, political beliefs and bias. Subject Specific Skills SPAG Skills, PETAETAL, Library/Literacy Lessons, AO1, AO2, AO3 and AO4 Lit focus.</p>	<p>Literacy Weekly reading lessons, in lesson reading and homework reading, SPAG skills built into lessons. STAR Reading and Accelerated Reader. Numeracy Working our percentages from marks. SMSC Abuse of power, Fascism and the extremes of politics. Subject Specific Skills SPAG Skills, Library/Literacy Lessons, AO5 and AO6 focus.</p>	<p>Literacy Weekly reading lessons, in lesson reading and homework reading, SPAG skills built into lessons. STAR Reading and Accelerated Reader. Numeracy Handling statistical data to develop understanding. SMSC Fast Fashion, Environment, Pollution and Climate Change Subject Specific Skills SPAG Skills, PETAETAL, Library/Literacy Lessons, AO1, AO2 and AO3 (Comparison) focus.</p>	<p>Literacy Weekly reading lessons, in lesson reading and homework reading, SPAG skills built into lessons. STAR Reading and Accelerated Reader. Numeracy Using statistical information to persuade. SMSC Parliament, Activism, Types of Protest Subject Specific Skills SPAG Skills, Text Type – Letter. , Library/Literacy Lessons, AO5 and AO6 focus.</p>	<p>Cross Curricular Trip – SeaLife Centre (Summer Term)</p>
<p>Year 9 Knowledge</p>	<p>ANIMAL FARM - READING What are the conventions of allegorical literature? What was life like for people in Russia under Communist rule? Who was George Orwell and what were his values? How does Orwell use Manor Farm as an</p>	<p>ANIMAL FARM- WRITING How does Orwell use language, structure and form to create tension? How does Orwell use Napoleon’s character to explore the theme of corruption? How can we innovate Orwell’s writing in our own persuasive writing? How can we identify and combat fake news or disinformation?</p>	<p>OF MICE AND MEN – READING (GCSE text) Literature: Exploration of plot/character and theme across who text. Detailed exploration of quotations and techniques for memorisation and exam essay technique. Detailed exploration of context including Steinbeck’s personal history and the history of 20th Century America</p>	<p>OF MICE AND MEN – WRITING (GCSE text) Language Paper 1 Writing to Describe/Narrate introduction: How can we use figurative language to create mood/atmosphere? How can we emulate Steinbeck’s writing style to support/enhance our own description?</p>	<p>ANTHOLOGY AND UNSEEN POETRY How do poets present their thoughts and feelings about love and relationships? What is the impact of poetic devices on the reader? How can we effectively compare ideas across two poems? How can we analyse the interrelationship of</p>	<p>INTRODUCTION TO MACBETH What is the story of Macbeth? Who are the central characters in Macbeth?</p>	<p>The Globe Macbeth Workshop (Summer Term)</p>

	<p>allegory for the Communist Party? How does Orwell use Squealer to explore the power of propaganda? How does Orwell create empathy for Boxer?</p>	<p>How can we emulate Squealer's propagandist speaking style to promote our own new political party?</p>	<p>during the Great Depression.</p>	<p>How can we use high level punctuation and sentence forms for impact?</p>	<p>language, form and structure in poetry?</p>		
<p>Year 9 Skills</p>	<p>Literacy Weekly reading lessons, in lesson reading and homework reading, SPAG skills built into lessons. STAR Reading and Accelerated Reader. Numeracy Understanding Economics (Malthus) SMSC Poverty, Family. Subject Specific Skills SPAG Skills, PETAETAL, Library/Literacy Lessons, AO1, AO2 and AO4 (Context and Writer's message)</p>	<p>Literacy Weekly reading lessons, in lesson reading and homework reading, SPAG skills built into lessons. STAR Reading and Accelerated Reader. Numeracy Working out grades from percentages SMSC Justice and fairness. Subject Specific Skills SPAG Skills, ambitious vocabulary and building structural features, Library/Literacy Lessons, AO5 and AO6 focus.</p>	<p>Literacy Weekly reading lessons, in lesson reading and homework reading, SPAG skills built into lessons. STAR Reading and Accelerated Reader. Numeracy Working out grades from percentages SMSC Discrimination and prejudice, Gender stereotypes. Subject Specific Skills SPAG Skills, PETAETAL, Library/Literacy Lessons, AO1, AO2 and AO4 (Context and Writer's message), analysis of form and structure in plays.</p>	<p>Literacy Weekly reading lessons, in lesson reading and homework reading, SPAG skills built into lessons. STAR Reading and Accelerated Reader. Numeracy Working out grades from percentages SMSC Identity, Discrimination and prejudice. Subject Specific Skills SPAG Skills, PETAETAL, Library/Literacy Lessons, AO1, AO2 and AO4 (Context and Writer's message)</p>	<p>Literacy Weekly reading lessons, in lesson reading and homework reading, SPAG skills built into lessons. STAR Reading and Accelerated Reader. Numeracy Using facts and statistics to support arguments. SMSC Healthy relationships, different types of relationships, gender imbalance Subject Specific Skills SPAG Skills, PETAETAL, Text Type – Article, Library/Literacy Lessons, AO1, AO2 and AO4 (Context and Writer's message), AO5 and AO6 Focus</p>	<p>Literacy Weekly reading lessons, in lesson reading and homework reading, SPAG skills built into lessons. STAR Reading and Accelerated Reader. Numeracy Working out grades from percentages SMSC British History, Justice, British Values Subject Specific Skills SPAG Skills, PETAETAL, Library/Literacy Lessons, AO1, AO2 and AO4 (Context and Writer's message)</p>	
<p>EXAM BOARDS: ENGLISH LANGUAGE GCSE AQA, ENGLISH LITERATURE IGCSE EDEXCEL</p>							
	<p>LITERATURE FOCUS: MACBETH LANGUAGE FOCUS: LANGUAGE PAPER ONE</p>		<p>LITERATURE FOCUS: OF MICE AND MEN LANGUAGE FOCUS: LANGUAGE PAPER TWO</p>		<p>LITERATURE FOCUS: ANTHOLOGY AND UNSEEN POETRY LANGUAGE FOCUS: SKILLS SURGERY PAPER ONE AND PAPER TWO</p>		

<p>Year 10 Knowledge</p>	<p>Literature: Exploration of plot/character and theme across who text. Exploration of writer’s choices in language, form and structure and how these impact audience response. Detailed exploration of context including Jacobean, Elizabethan and Shakespeare’s own attitudes, values and background. Practice writing of analysis in preparation for exam task.</p> <p>Language: Understanding of requirements of Language Paper One. Question by question detailed approach including mark scheme evaluation, model response appraisal, planning and timing requirements, Walking, Talking Mocks, and assessed question responses.</p>	<p>Literature: Exploration of plot/character and theme across who text. Detailed exploration of quotations and techniques for memorisation and exam essay technique. Detailed exploration of context including Steinbeck’s personal history and the history of 20th Century America during the Great Depression.</p> <p>Language: Understanding of requirements of Language Paper Two. Question by question detailed approach including mark scheme evaluation, model response appraisal, planning and timing requirements, Walking, Talking Mocks, and assessed question responses. Preparation and completion of Speaking and Listening Component.</p>	<p>Literature: Exploration of key anthology poems for understanding of plot and speaker. Detailed analysis of language, form and structure. Consideration of writer’s message/context of poems. Introduction to analysis of Unseen Poetry. Exam technique practice.</p> <p>Language: Recapping of key language skills (AO1, AO2, AO3 and AO4) through exam practice of past papers. Creative Writing (AO5 and AO6) across all mediums (narrate, describe and persuade) revisited and skills built upon through reading of models and further exploration of key components of mark scheme.</p>	<p>Theatre Trip Opportunities (AIC)</p>
<p>Year 10 Skills</p>	<p>Literature:</p> <ul style="list-style-type: none"> • AO1 Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement • AO2 Analyse the language, form and structure used by a writer to create meanings and effects • AO3 Explore links and connections between texts. • AO4 Show understanding of the relationships between texts and the contexts in which they were written. <p>Language:</p> <ul style="list-style-type: none"> • read a wide range of texts, fluently and with good understanding • read critically, and use knowledge gained from wide reading to inform and improve their own writing • write effectively and coherently using Standard English appropriately • use grammar correctly, punctuate and spell accurately • acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language. • listen to and understand spoken language, and use spoken Standard English effectively. • AO1: <ul style="list-style-type: none"> ○ identify and interpret explicit and implicit information and ideas ○ select and synthesise evidence from different texts • AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views • AO3: Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts 			

	<ul style="list-style-type: none"> • AO4: Evaluate texts critically and support this with appropriate textual references • AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts • AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.) • AO7: Demonstrate presentation skills in a formal setting • AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations • AO9: Use spoken Standard English effectively in speeches and presentations. 		
Year 11 Knowledge	LITERATURE FOCUS: AN INSPECTOR CALLS LANGUAGE FOCUS: LANGUAGE PAPER ONE	LITERATURE FOCUS: EXAM PREPARATION LANGUAGE FOCUS: LANGUAGE PAPER TWO	
	<p>Literature: Exploration of plot/character and theme across who text. Exploration of writer's choices in language, form and structure and how these impact audience response. Understanding of key social/historic context to support understanding of methods and character. Practice writing of analysis in preparation for exam task.</p> <p>Language: Recapping of Language Paper One expectations and mark schemes. Revisiting of all questions in Section A and Section B in timed conditions, developing skills in exam technique, timing and building confidence. Walking, Talking Mocks in preparation for the first mock exam period.</p>	<p>Literature: Revisiting Of Mice and Men and Anthology/Unseen Poetry for key skill requirements, exam techniques and mark schemes. Quotation retrieval work for Of Mice and Men. Comparison skills building for poetry Unseen Poetry practice responses.</p> <p>Language: Recapping of Language Paper One expectations and mark schemes. Revisiting of all questions in Section A and Section B in timed conditions, developing skills in exam technique, timing and building confidence. Walking, Talking Mocks in preparation for the first mock exam period.</p>	Theatre Trip – An Inspector Calls.

Year 11 Skills

Literature:

- **AO1** Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement
- **AO2** Analyse the language, form and structure used by a writer to create meanings and effects
- **AO3** Explore links and connections between texts.
- **AO4** Show understanding of the relationships between texts and the contexts in which they were written.

Language:

- read a wide range of texts, fluently and with good understanding
- read critically, and use knowledge gained from wide reading to inform and improve their own writing
- write effectively and coherently using Standard English appropriately
- use grammar correctly, punctuate and spell accurately
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.
- listen to and understand spoken language, and use spoken Standard English effectively.

- **AO1:** identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts
- **AO2:** Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views
- **AO3:** Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
- **AO4:** Evaluate texts critically and support this with appropriate textual references
- **AO5:** Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts
- **AO6:** Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)
- **AO7:** Demonstrate presentation skills in a formal setting
- **AO8:** Listen and respond appropriately to spoken language, including to questions and feedback on presentations
- **AO9:** Use spoken Standard English effectively in speeches and presentations.

IMPACT: ENGLISH LANGUAGE AND LITERATURE

To ensure that all students progress in English we regularly assess through in class assessments and marked homework tasks. Verbal feedback is also given both as part of class discussions and during individual working as teachers carry out 1-1 check ins with students. We also use the STAR Reading and Accelerated Reader programs to monitor the reading levels and abilities of students: STAR Reading tests are completed once per term, while Accelerated Reader quizzes are taken as frequently as possible (once students have finished reading books). We have a fully stocked library in which every book is levelled using the AR system, meaning that students are able to choose and read books at the appropriate reading level, and to see their own progress as they develop. Any students who require additional reading support at Key Stage Three are offered intervention work in order to ensure reading levels are where they need to be for Key Stage Four study.

The English curriculum is skills based and therefore we follow a spiral curriculum – by the end of Year 9 all skills for GCSE and iGCSE have been taught more than once, and they are then returned to across the Key Stage Four schemes. This spiral framework means that we are able to effectively address gaps in knowledge or misconceptions, and also that we are able to support student retention of knowledge through frequent revisiting of key aspects of the course.

Above all, we strive to develop students' love of English through extra curricular opportunities and events. We take all students on theatre trips each year that are intended to not only support their study, but also to give them the opportunity to experience English in performance. Through our ever increasing library selection, and the love of reading promoted by our passionate teachers, we constantly develop an environment in which reading is celebrated and enjoyed, while building the confidence of students who may initially find reading a challenge.

Literature is the window through which we can explore the world, and at our school we ensure that all students are able to explore as frequently and as widely as possible.