



## *'The flowering of the human soul'*

English is a vast subject that focuses on the study of communication in its many forms: reading, writing, speaking and listening. Exploration is key to English; we explore the world around us through both language and literature and use this to consider and shape our opinions and perspectives. Our English curriculum has four key strands: cultural appreciation; reading for meaning; expression and creativity. These strands span from Key Stage 3 to Key Stage 5. By 'texts' this includes novels, poetry, drama, non-fiction and moving image.

Our English key strands:

- **cultural appreciation:** exploring a range of perspectives, writers and experiences across time and cultures, whilst considering how it fits within a range of contexts;
- **reading for meaning:** exploring the meanings of texts from retrieval to analysis and evaluation;
- **expression and creativity:** communicating in its many forms (written, spoken and non-verbal) and to explore viewpoints, whilst having a sense of self-awareness and empathising with others; and
- **familiarity with text conventions:** developing responses in a variety of forms; and
- **technical accuracy:** developing written and spoken accuracy including vocabulary, grammar and spelling.

As a school, we are keen to foster a love of reading. Students in years 7 to 10 spend 20 minutes on DEAR (drop everything and read) time every day across all subjects. For years 7 to 9, one English lesson a fortnight is scheduled in the library and dedicated to reading for pleasure. We also use the Accelerated Reader programme to reward both effort and achievement in reading.

Through the study of English, we aim to develop:

- a love of reading and learning;
- strong connections between learning and skills for life;
- independence in learning both in school and at home;
- an element of choice surrounding topics that students are able to explore;
- curious students who are keen to explore and shape the world around them;
- kind, considerate and empathetic individuals who are able to explore and accept diversity in its many forms and confident in challenging discrimination;
- confidence in exploring wider topical aspects, including mental health and relationships
- communication in its many forms (speaking, listening, reading and writing);
- well-rounded individuals able to express opinions, arguments and judgements;
- a sense of self-awareness, imagination and originality;
- creativity whether in writing, speaking or non-verbal means;
- clear links between other subjects to build on the knowledge students have.



## KS3 English Curriculum Overview (Year 7 & 8)

At KS3, we have created a broad curriculum where we focus on a range of key themes and texts. In years 7 and 8 we aim to establish key subject knowledge and skills, while also providing students with an engaging and progressively challenging programme of study, providing a foundation for later in their education and lives.

### YEAR 7: HUMANITY - THE INDIVIDUAL

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
TOPIC	Step Right Up	<i>Thirteen Chairs</i>	Heroes and Villains	Monsters and Humanity	Identity Poetry	Entrepreneurs
BIG QUESTION	How do we express ourselves as an individual?	How does Shelton present individual voices in <i>Thirteen Chairs</i> ?	How are ideas about humanity portrayed through the ideas of heroes and villains?	How does the idea of monsters relate to our concept of what it means to be human across time?	How can individuals express themselves and their identities through poetry?	How are individuals and the public persuaded in the modern world?
FOCUS	Description of setting	Reading for meaning (exploring 'What')	Script writing	Analytical reading ('What' and 'How')	Poetry analysis ('What', 'How', beginning 'Why')	Persuasive writing and speaking

Across the year students will also have one lesson per fortnight where they will have a '**Just Write**' lesson where they are provided with a printed book that contain a range of writing tasks; it becomes a writing journal of individual's writing. Our key question is: How do we express ourselves using a range of forms and genres?

### YEAR 8: HUMANITY - THE INDIVIDUAL IN SOCIETY

	Term 1/2 (teacher 1)	Term 1/2 (teacher 2)	Term 3/4 (teacher 1)	Term 3/4 (teacher 2)	Term 5/6 (teacher 1)	Term 5/6 (teacher 2)
TOPIC	Divided Society	<i>Oliver Twist</i>	Places and Spaces	Protest Poetry	Shakespeare's Comedy	Detective fiction: Enola Holmes
BIG QUESTION	How can the use of fictional characters help to explore ideas about division in real societies?	How are vulnerable people treated by society?	How do people explore their real-life experiences of new places through different forms of writing?	Why do identity and conflict inspire so many writers?	What makes Shakespeare's works an enduring part of British culture?	Why is crime fiction such a popular genre? What does it reveal about society?
FOCUS	Writing in role (monologue)	Character analysis (What? How? Why?)	Non-fiction writing forms	Evaluative essay (What? How? Why?)	Spoken performance (dramatic choices and	Narrative writing



## KS4 English Language and English Literature Curriculum Overview (Year 9, 10 & 11)

We follow the AQA English Language and English Literature specifications.

ENGLISH LANGUAGE	ENGLISH LITERATURE
<p><b>PAPER 1</b></p> <ul style="list-style-type: none"> <li>one fiction extract (20<sup>th</sup> or 21<sup>st</sup> Century)</li> <li>descriptive or narrative writing</li> </ul>	<p><b>PAPER 1</b></p> <ul style="list-style-type: none"> <li>Shakespeare's <i>Macbeth</i></li> <li>Dickens' <i>A Christmas Carol</i></li> </ul>
<p><b>PAPER 2</b></p> <ul style="list-style-type: none"> <li>two non-fiction extracts (19<sup>th</sup> and 20<sup>th</sup>/21<sup>st</sup> century)</li> <li>viewpoint (opinion) writing</li> </ul>	<p><b>PAPER 2</b></p> <ul style="list-style-type: none"> <li>Priestley's <i>An Inspector Calls</i></li> <li>'Power and Conflict' poetry anthology</li> <li>Unseen poetry</li> </ul>
Spoken Language (speaking exam)	

### YEAR 9: Humanity - relationships (with others, environment, society and ourselves)

Year 9 is intended to bridge the gap between KS3 and GCSE examinations. The first four units focus on the key reading, writing, speaking and listening skills needed at GCSE, but are intended to capture students' interest with challenging, relevant and engaging texts and topics that will increase their cultural capital. After Easter, students embark on their GCSE studies starting with 'Power and Conflict' poetry.

Throughout the year, students will supplement their learning with short units of unseen poetry from a variety of eras, poets and forms. These lessons will include both reading and writing poetry, so students are regularly revisiting and enhancing key GCSE skills.

	Term 1	Term 2	Term 3/4	Term 4/5	Term 6
TOPIC	Unseen poetry: teachers  Genres: Dystopian writing	<i>Kick the Moon</i> (novel)  Unseen poetry: children and parents	Viewpoint writing (non-fiction) and Spoken Language	Shakespeare's <i>Romeo and Juliet</i>	Power and Conflict poetry (Literature P2)
BIG QUESTION	How are our relationships with others (and the environment) explored through dystopian writing?	How does Khan portray the impact that individual views and actions have on others and the society around us?	How do writers portray their viewpoints in non-fiction texts?	Who is to blame for the death of Romeo and Juliet?	How do poetry communicate their ideas of conflict through deliberate choices?
ASSESSMENT	Narrative or descriptive writing	Critical Evaluation	Viewpoint writing  GCSE speaking exam (recorded)	Literature extract-based question	Poetry analysis (comparison)



## YEAR 10: Humanity - choices and consequences

Year 10 predominantly introduces students to the key English Literature texts that students will be examined on at the end of Year 11. We begin by studying the texts for English Literature Paper 1, so that students have the opportunity to practise answering an entire paper, before shifting our focus to English Literature Paper 2 texts later in the year. Throughout the year, students will also supplement their learning with writing Friday in order to practise their writing stamina and accuracy.

	Term 1	Term 2/3	Term 3	Term 4/5	Term 6	Term 6
TOPIC	'Power and Conflict' poetry	<i>A Christmas Carol</i> (19 <sup>th</sup> Century novel)	Language Paper 1 (fiction)	<i>Macbeth</i> (Shakespeare)	Language Paper 2 (non-fiction)	'Power and Conflict' poetry Unseen poetry
BIG QUESTION	How do poets communicate ideas of conflict through their deliberate choices?	How has Dickens explore the ideas about inequality, greed and transformation?	How do writers portray humanity in fiction texts?	How does Shakespeare explore ideas of power, morality and corruption?	Can we develop a critical view of perspectives and communicate our own viewpoint?	How do poets communicate ideas of power and conflict in nature through their choices?
ASSESSMENT	Poetry comparison	Literature Paper 1 – section A	Language Paper 1 – reading and writing	Literature Paper 1 – section B	Language Paper 2 – reading and writing	Unseen response

## YEAR 11: Humanity - choices and consequences

Year 11 completes the GCSE course, completing the content of the specification, before consolidating and revising texts and skills for each of the four examined papers. Throughout the year, students will also supplement their learning with core revision skills for in order to practise their writing stamina by answering a range of creative and essay-based tasks.

	Term 1	Term 2	Term 3	Term 4/5	Term 5
TOPIC	Revising <i>Macbeth</i> and <i>A Christmas Carol</i>	<i>An Inspector Calls</i> (modern text)	Revising Language Paper 1 (reading and writing) Revising 'Power and Conflict' and	Revising Language Paper 2 Revision of Literature	Revision of Language & Literature
BIG QUESTION	How do writers portray their key messages about society?	How does Priestley explore themes of social responsibility and what is his message?	How do writers portray humanity in fiction texts?	How do writers portray their viewpoints and key messages?	How do writers portray their ideas through their writing?
ASSESSMENT	Literature Paper 1 PPE	Language Paper 1 PPE	Literature Paper 2 PPE	Language Paper 2 WTM	GCSE Exams



## KS5 English Language Curriculum Overview (Year 12 & 13)

A level English Language is studied in Years 12 and 13 with two teachers who deliver different units concurrently. We follow the AQA Specification which looks at how language is used in a vast array of areas to explore how we communicate meanings and create identities.

This course provides the gateway to University and the world of work. GCE English Language is a highly respected qualification where a broad range of skills are developed that make it versatile to suit a wide range of careers.

### YEAR 12

	Term 1	Term 2	Term 3	Term 4	Term 5
TOPIC	Gender Representations	Social Class	Regional varieties	NEA	NEA
ASSESSMENT	Regular written responses/quizzes throughout the year and PPEs			NEA internally assessed	NEA internally assessed

### YEAR 13

	Term 1	Term 2	Term 3	Term 4	Term 5
TOPIC	Language Change	Child Language Acquisition	World Englishes	Revision	Revision
ASSESSMENT	Regular written responses/quizzes throughout the year and PPEs				Formal GCE examinations



## KS5 English Literature Curriculum Overview (Year 12 & 13)

A level English Literature is studied in Years 12 and 13 with two teachers who deliver different units concurrently. We follow AQA Specification B; we study ‘Aspects of Comedy’ and ‘Social and Political Protest writing’. This course provides the gateway to University and the world of work. GCE English Literature is a highly respected qualification where a broad range of skills are developed that make it versatile to suit a wide range of careers.

### YEAR 12

	Term 1	Term 2	Term 3	Term 4	Term 5
TOPIC	<i>Songs of Innocence &amp; Experience</i> or Selected Poems of <i>Tony Harrison</i>	<i>The Kite Runner</i>	<i>A Doll’s House</i>	<i>Twelfth Night</i>	NEA – prose and poetry
ASSESSMENT	Regular written responses/quizzes throughout the year and PPEs				NEA internally assessed

### YEAR 13

	Term 1	Term 2	Term 3	Term 4	Term 5
TOPIC	Comedy Poetry	<i>She Stoops To Conquer</i>	<i>Twelfth Night</i>	<i>Twelfth Night</i>	Revision
ASSESSMENT	Regular written responses/quizzes throughout the year and PPEs				Formal GCE examinations

### Enrichment Activities

At KS3 students use the Accelerated Reading platform to enhance their reading; this is something that can be accessed throughout the school day, including break, lunch, tutor time and afterschool. For KS4 and KS5, we run ‘English Extras’ as a means to revisit key texts and skills needed for GCSE/GCE exams.

We also enhance the curriculum through theatre trips and/or events in school, such as performances from The Globe Players and a visiting writer running workshops. These do vary year to year – we do aim to do something for each year.

In terms of House competitions, English will often work with Ms Cossey in the Library to celebrate key days such as World Book Day and National Poetry Day. We also run a Christmas and summer reading competition where students submit a piece of writing (in any form) to win their wish list of three books.



## Cultural appreciation

- 1.1 Develop a love of reading across a range of genres, forms, periods and authors (both fiction and non-fiction)
- 1.2 Consider the relationships between the text and contexts in which it is written (historical, social, political, personal) and how this affects meaning
- 1.3 Consider how writer's ideas, intentions and contexts alongside genre/form affect meaning
- 1.4 Compare ideas/perspectives/methods and how wider cultural/contextual elements impact our understanding
- 1.5 Read a range of more challenging material independently
- 1.6 Critically evaluate/consider how the text/writing reflects the intended audiences and purposes
- 1.7 Make connections between literature with other cultural and artistic disciplines (e.g. art, music, media, history, PD)

## Reading for meaning

- 2.1 Develop active reading strategies to identify and retrieve explicit and implicit information (can summarise what has been read; show understanding of reading)
- 2.2 Make explicit and implicit comments (inferences) supported by embedded textual evidence/references (select
- 2.3 Develop understanding of text purpose, intended readers/audiences and contexts (read, understand and respond to texts)
- 2.4 Develop comments and interpretations linked to task based on the text(s) explored/studied (consider a range of meanings/connotations and address misconceptions)
- 2.5 Identify, comment on/explain and analyse writers' methods (language, structure, form) using appropriate subject terminology
- 2.6 Explore the meanings of specific methods (including figurative language, vocabulary choice and structure) and the effect/impact of these choices on the reader
- 2.7 Develop (and acquire new) vocabulary, including subject specific terminology
- 2.8 Make critical comparisons (similarities/differences) between texts

## Creativity and expression

- 3.1 Write convincing, imaginative, interesting and thoughtful texts that engage readers
- 3.2 Choose effective and original material/ideas when presenting a personal view
- 3.3 Tone, style and register effectively and imaginatively deployed
- 3.4 Imaginative use of structural features to heighten effect
- 3.5 Use an effective range of vocabulary and linguistic devices to express ideas/personal viewpoint in order to achieve intended effects
- 3.6 Draw on knowledge from wider reading to develop own writing/speaking to achieve specific effects (whether imaginative or critical)
- 3.7 Respond and engage creatively with a range of texts



## Familiarity with text conventions

- 4.1 Communicate clearly and appropriately for the task: written, spoken/non-verbal (speeches, presentations, role play, debates)
- 4.2 Write accurately, fluently and effectively for a range of tasks, purposes and audiences
- 4.3 Organise, sequence and structure texts (written or spoken) effectively (paragraphs)
- 4.4 Recognise and/or use textual conventions appropriate to task, purpose and audience:
- 4.5 Read fluently with pace and intonation

## Technical accuracy

- 5.1 Plan, draft and edit writing that considers (and improves) vocabulary, grammar and structure for the overall coherence and effectiveness
- 5.2 Write accurately applying knowledge of vocabulary, grammar and text conventions
- 5.3 Sentences demarcated accurately for clarity and purpose
- 5.4 Range of punctuation used accurately and for effect
- 5.5 A range of sentence forms and lengths used for effect
- 5.6 Standard English used consistently and appropriately with control of grammatical structures
- 5.7 Accuracy in spelling, including ambitious vocabulary (builds on spelling patterns and rules in KS1/2/3 curriculum)
- 5.8 Use a range of vocabulary for clarity, purpose and effect