

ENGLISH – CURRICULUM INTENT

ASPIRE – CHALLENGE – ACHIEVE

The English Department strives to develop a passion in students to express themselves, develop their communication skills and gain a love of literature. Our vision is underpinned by the whole school ethos of ‘Aspire, Challenge, Achieve’ in which students are taught through a curriculum that is rigorous and inspiring. We aim to empower and prepare our students to communicate confidently and strive to become life-long learners.

Fostering a love of reading is central to the ethos of our department. Our curriculum helps students to value and understand the power of language in all its forms, including their own use of words. Schemes of work aim to enrich and promote enjoyment in the subject, as well as developing a vocabulary which is rich and sophisticated. There is also an emphasis on written accuracy.

By encouraging creativity, we allow our students to express themselves as individuals, to grow emotionally and artistically and, importantly, to have a voice which is unique, relevant and appropriate for life in the modern world, including the world of work. An appreciation of both literary heritage and the embracing of diversity fundamentally underpins the programme of study we offer.

We place value on extra-curricular events and department opportunities in English. We have a range of English reading enrichment programmes as well as activities linked to KS3 curriculum themes, which help to equip students with the knowledge and cultural capital they require for future life and their chosen career path.

ENGLISH: WIDER CURRICULUM

KS3	KS4
Carnegie Medal Reading Club Board Game Club National Poetry Day Poetry Competitions World Book Day SALAD/DEAR Theatre trips	Theatre productions Poetry Competitions
Discussion of current related news articles Lunch & after school intervention / Easter & May holiday revision sessions	

ENGLISH – CURRICULUM MAP

		IMAGINATIVE READING AND WRITING	DRAMA AND SPEAKING AND LISTENING	WIDER READING AND TRANSACTIONAL WRITING			
Key Stage 3	7	Theme: The Gothic Genre <i>Coraline</i> (Neil Gaiman) Gothic narrative and descriptive writing. An introduction to literary approaches to texts.	Theme: Magic <i>A Midsummer Night's Dream</i> (Shakespeare) Speaking and listening skills Reading and responding to literary drama texts.	Theme: Growing Up <i>The Bone Sparrow</i> (Zana Fraillon) and <i>Pig Heart Boy</i> (Malorie Blackman) Introduction to poetry analysis Introduction to rhetoric and transactional writing Literature-style reading			
	8	Theme: Dystopia <i>The Hunger Games</i> (Suzanne Collins) Dystopian creative writing Developing responses to literature	Theme: Power and Status <i>Harry Potter and the Cursed Child</i> (Jack Thorne and John Tiffany) Poetry from Different Cultures Speaking and listening skills Literary approaches to drama texts	Theme: The Wider World <i>Refugee Boy</i> (Benjamin Zephaniah, <i>Trash</i> (Andy Mulligan) or <i>Oranges in No Man's Land</i> (Elizabeth Laird) Transactional writing and rhetoric Literature-style reading			
	9	Theme: Oppression <i>To Kill a Mockingbird</i> (Harper Lee) <i>Of Mice and Men</i> (Steinbeck) Narrative writing Refining responses to literary texts	Theme of love and tragedy <i>Romeo and Juliet</i> (Shakespeare) Love poetry through time Speaking and listening Literary analysis of drama texts	Theme: of allegorical worlds <i>Animal Farm</i> (Orwell) Transactional writing skills Literature-style reading Developing personal responses to unseen poetry GCSE ENGLISH BRIDGING PROJECT: Creative and Transactional writing skills			
<p><i>By the end of KS3, students should have gained confidence reading in different ways for different purposes. This includes summarising and synthesising information; identifying and interpreting different themes and ideas; exploring aspects of plot, characterisation, events and settings; seeking evidence in a text to support a viewpoint, and making critical comparisons. They will also analyse and respond to a range of text types, including prose, drama and poetry in each year, while developing an appreciation of the links between a text and its social and historical context. Students should be able to write for a range of purposes and audiences, both formally and creatively. There should be a focus on Standard English at all times with a strong emphasis on technical accuracy, using a range of punctuation and age-appropriate vocabulary for effect. Students should appreciate the value of speaking and listening and will use this as a platform to share their own views and perspectives.</i></p>							
Key Stage 4	10	GCSE LITERATURE PAPER 2 CONFLICT POETRY	GCSE ENGLISH LANGUAGE PAPER 1: CREATIVE	ENGLISH LITERATURE PAPER 2 AN INSPECTOR CALLS	GCSE LITERATURE PAPER 2 CONFLICT POETRY	ENGLISH LITERATURE PAPER 1: 8702 MACBETH	GCSE PAPER 2 LANGUAGE-TRANSACTIONAL WRITING
		LANGUAGE PAPER 1 CREATIVE WRITING	GCSE LITERATURE PAPER 2 UNSEEN POETRY		REVISION FOR PPE EXAMS PPE1	ENGLISH LITERATURE PAPER 1: 8702 MACBETH	SPEAKING AND LISTENING
	11	ENGLISH LITERATURE PAPER 1 A CHRISTMAS CAROL	ENGLISH LANGUAGE PAPER 2 READING	ENGLISH LANGUAGE PAPER 1 READING AND WRITING	ENGLISH LANGUAGE PAPER 2 REVISION ENGLISH LITERATURE PAPER 2	BATTLEPLAN REVISION EXAMS	
<p><i>By the end of KS4, students should be able to identify and interpret explicit and implicit information, select and synthesise evidence from different texts, explain, comment and analyse how writers use language and structure to achieve effects and influence readers. They should compare writers' ideas and perspectives, as well as how these are conveyed, evaluate texts critically and support this with appropriate textual references. Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences both orally and written, organise information and ideas. Students should use structural and grammatical features to support coherence and cohesion of texts and be able to use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. Students should also be able to maintain a critical style and develop an informed personal response and show understanding of the relationships between texts and the contexts in which they were written.</i></p>							

ENGLISH: SKILLS AND KNOWLEDGE PROGRESSION

	Key Stage 3		
	IMAGINATIVE READING AND WRITING	DRAMA AND SPEAKING AND LISTENING	WIDER READING AND TRANSACTIONAL WRITING
Year 7 Begin to...	<p>Reading</p> <ul style="list-style-type: none"> Gain confidence reading and responding to 20th/21st century literature Explore themes in texts, enriched with awareness of Introduction to major themes- cultural capital (enrichment weeks link to historical context) Analyse the presentation of character and themes; Explore links between texts and contexts Respond to texts using ‘what, how and why’ analysis Analyse writers’ use of techniques Compare and evaluate texts, characters and viewpoints Understand key literary concepts Explore viewpoint and perspective Explore writers’ use of structure Understand the ‘bigger picture’ and make links within and between texts, including exploring literary allusion and intertextuality <p>Narrative Writing</p> <ul style="list-style-type: none"> Use a range of language techniques to describe character and setting effectively Make effective use of a wider range of ambitious vocabulary Plan writing effectively to make use of structural devices Consider writing for particular audiences and purposes Use a wider range of sentence structures and punctuation for effect <p>Stretch</p> <ul style="list-style-type: none"> To begin generating own argument and views based on evidence To explore narrative structure in greater depth 	<p>Reading</p> <ul style="list-style-type: none"> Gain confidence in reading and responding to drama texts Understand Shakespeare’s world and society Explore the effects of stage directions and key dramatic terms: soliloquy, aside, act, scene, etc Understand key features of Elizabethan and Jacobean England (enrichment week) Understand plot, character and themes, and be able to explore the author’s message Analyse texts by asking analytical questions: ‘what, how and why?’ Gain confidence understanding 19th Century Literature Read literary classics Explore major themes- cultural capital (enrichment weeks link to historical context) Explore further links between texts and contexts <p>Speaking and Listening</p> <ul style="list-style-type: none"> Express ideas, information or feeling clearly Organise and structure a spoken presentation Understand how to meet the needs of the audience Listen to questions and feedback and provide appropriate responses <p>Stretch</p> <ul style="list-style-type: none"> Develop analysis by making connections between text and context 	<p>Reading</p> <ul style="list-style-type: none"> Gain confidence understanding 20th/21st century Literature Introduction to major themes- cultural capital (enrichment weeks link to historical context) Make connections between characters and themes Make connections between texts and their contexts Improve ‘what, how and why’ analysis Form opinions about writers’ methods Explore the effects of writers’ methods Explore a range of poems relating to a theme, and begin to give personal responses to poetry using relevant subject terminology <p>Transactional Writing</p> <ul style="list-style-type: none"> Explore writing in different genres Use linguistic and rhetorical devices creatively Explore the purpose and effect of different writing styles Explore structural features of transactional writing and non-fiction texts, and how they can be used for purpose and effect Develop sophisticated vocabulary for effect <p>Stretch</p> <ul style="list-style-type: none"> Develop wider world awareness and communicating this as part of work in class Identify common links between texts
Year 8 Effectively...	<p>Reading</p> <ul style="list-style-type: none"> Revise key concepts in 19th/20/21st century Literature Develop analysis of character and theme Make explicit links between texts and context to support analysis Explore the ‘big ideas’ of a text and writer’s intention Understand the conventions of the dystopian genre Gain confidence using ‘what, how and why’ analysis of texts <p>Extract based</p> <ul style="list-style-type: none"> Revise conventions of fiction and key concepts 	<p>Reading</p> <ul style="list-style-type: none"> Revise key concepts Analyse the author’s presentation of character and theme Make explicit links between texts and context Identify and explore the ‘big ideas’ Begin tracking and analysing a character Gain confidence using ‘what, how and why’ analysis <p>Stretch</p> <ul style="list-style-type: none"> Explore the writer’s intention/message and develop a personal response 	<p>Reading</p> <ul style="list-style-type: none"> Explore the writer’s viewpoint and perspective Explore the effect of rhetorical devices Understand the ‘bigger picture’ Gain confidence using ‘what, how and why’ analysis Develop comparison and summary skills <p>Stretch</p> <ul style="list-style-type: none"> Explore the writer’s intention/message in greater depth, considering contextual ideas.

	<ul style="list-style-type: none"> Explore writers' viewpoint and perspective Revise forms of writing Explore the effect of rhetorical devices Understand the 'bigger picture' <p>Stretch</p> <ul style="list-style-type: none"> Identify the writer's intention/message <p>Narrative Writing</p> <ul style="list-style-type: none"> Write using different generic features, applying their conventions with purpose Use a range of linguistic devices for purpose and effect Adapt language and style to suit the audience and purpose Begin using structural features for purpose and effect Use a wider range of vocabulary for purpose and effect; Use a wider range of punctuation for effect Use paragraphs correctly and confidently Use discourse markers for effect Use a varied range of sentence types for effect 	<p>Extract based</p> <ul style="list-style-type: none"> Revise non-fiction and key concepts Explore the writer's viewpoint and perspective Revise forms of writing Explore the effect of rhetorical devices Understand the 'bigger picture' Begin to make links between different parts of a text. <p>Speaking and Listening</p> <ul style="list-style-type: none"> Express challenging ideas / information / feelings using a range of vocabulary organise and structure his or her presentation clearly and appropriately to meet the needs of the audience Achieve the purpose of his or her presentation Listen to questions / feedback responding formally and in some detail 	<p>Poetry</p> <ul style="list-style-type: none"> Revise of key concepts Explore poetic and structural techniques Identify and explore themes and 'big ideas' Explore the influence and importance of social and historical context Gain confidence using 'what, how and why' <p>Stretch</p> <ul style="list-style-type: none"> Explore the poet's intention and message <p>Transactional Writing</p> <ul style="list-style-type: none"> Develop skills in matching writing to purpose and audience Develop skills in structuring work to achieve effects Develop a clear voice in written work Write using a range of closely linked and developed ideas Build skills in using sentence forms and punctuation for effect <p>Stretch</p> <ul style="list-style-type: none"> Apply knowledge of the wider world to transactional writing Respond to different points of view in written work and presenting clear counter arguments
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 9 Confidently ...</p>	<p>Reading</p> <ul style="list-style-type: none"> Analyse key themes in 20/21st century Literature Analyse character and theme Analyse relationships between texts and contexts – considering the author's intention Understanding the 'big ideas' Analyse using 'what, how and why' <p>Stretch</p> <ul style="list-style-type: none"> Analyse and compare writers' intentions and message Identify alternative interpretations <p>Extract based</p> <ul style="list-style-type: none"> Analysis of key concepts Analysing viewpoint and perspective Analysing forms of writing To analyse the impact of the 'bigger picture' <p>Stretch</p> <ul style="list-style-type: none"> Analysing/ comparing writer's intentions/message – contextual influence Identify alternative interpretations <p>Narrative Writing</p> <ul style="list-style-type: none"> Understand text types and their conventions, applying them accurately and with purpose Use a wide range of linguistic devices, crafting them accurately and creatively, with purpose and for effect Adapt language and styles to suit the audience and purpose Experiment with a range of structural features for effect Understand text types and their conventions, applying them accurately and with purpose 	<p>Reading</p> <ul style="list-style-type: none"> Analyse of key concepts Analyse of character and theme- tracking how character and themes evolve across whole texts Analyse relationships between texts and contexts – considering the author's intent Understand the 'big ideas' Analyse using 'what, how and why' Analyse of the structure of a text <p>Stretch</p> <ul style="list-style-type: none"> Analyse and compare writers' intentions and messages Identify alternative interpretations Read texts relating to the author, topic and theme of class texts <p>Poetry:</p> <ul style="list-style-type: none"> Revise of key concepts Analyse poetic and structural techniques Analyse themes and big ideas Analyse the influence and importance of social and historical context Analyse using 'what, how and why' <p>Stretch:</p> <ul style="list-style-type: none"> Analyse and compare poets' intentions/message Identify alternative interpretations. <p>Speaking and Listening</p> <ul style="list-style-type: none"> Give a confident drama performance with a focus on oracy and presentation skills 	<p>Reading</p> <ul style="list-style-type: none"> Analyse key themes in 20/21st century Literature Analyse character and theme Analyse relationships between texts and contexts – considering the author's intent Understand the 'big ideas' Analyse of key concepts Develop academic analysis using 'what, how and why' Apply comparative/evaluative skills Explore and form opinions on writers' big ideas and the methods used to convey them <p>Stretch</p> <ul style="list-style-type: none"> Analyse and compare writers' intentions and message Identify alternative interpretations <p>Transactional Writing</p> <ul style="list-style-type: none"> Apply and experiment with a range of genre features for effect Use a wide range of linguistic devices, crafting them accurately and creatively, with purpose and for effect Adapt language and styles to suit the audience and purpose Experiment with a range of structural features for effect Experiment with a range of vocabulary, used accurately

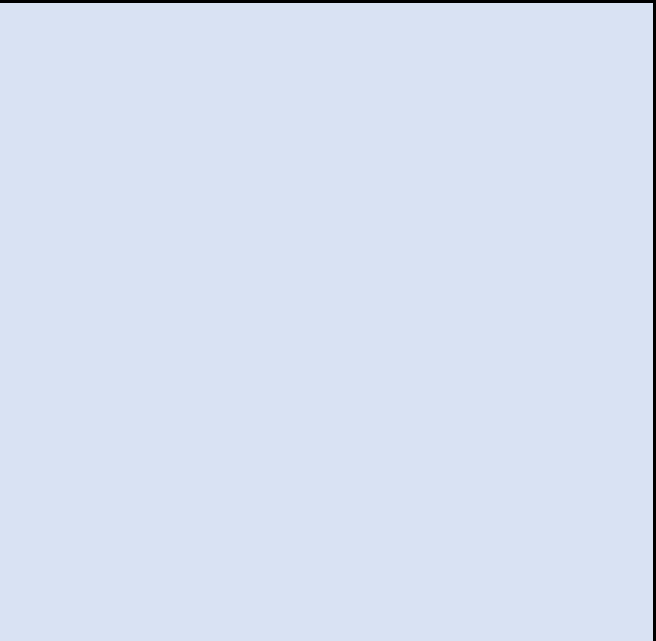
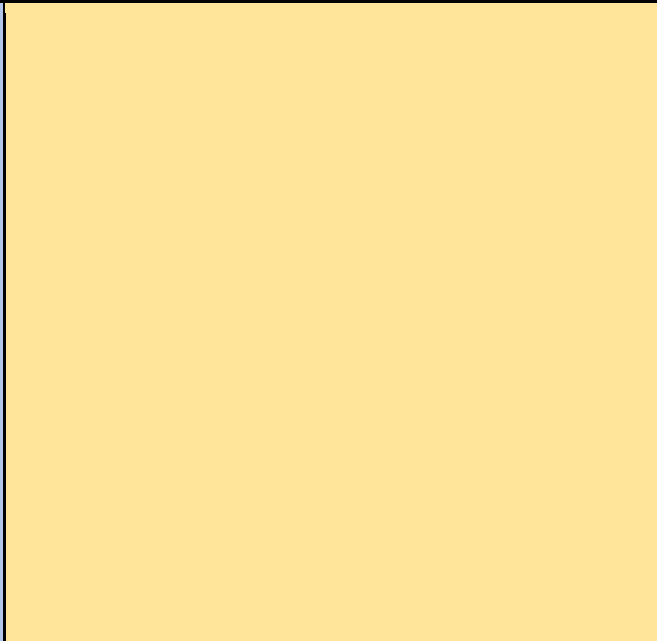
Key Stage 4			
	<i>Critical Reading</i>	<i>Speaking and Listening</i>	<i>Crafted Writing</i>
Year 10 and 11 To communicate clearly and effectively...	<p><u>LANGUAGE</u></p> <p><u>Critical reading and comprehension</u></p> <p>Critical reading and comprehension: identifying and interpreting themes, ideas and information in a range of literature and other high-quality writing</p> <p>Reading in different ways for different purposes, and comparing and evaluating the usefulness, relevance and presentation of content for these purposes</p> <p>Drawing inferences and justifying these with evidence; supporting a point of view by referring to evidence within the text</p> <p>Identifying bias and misuse of evidence, including distinguishing between statements that are supported by evidence and those that are not</p> <p>Reflecting critically and evaluatively on text, using the context of the text and drawing on knowledge and skills gained from wider reading; recognising the possibility of different responses to a text</p> <p>Summary and synthesis: identifying the main theme or themes; summarising ideas and information from a single text; synthesising from more than one text</p> <p>Evaluation of a writer's choice of vocabulary, form, grammatical and structural features: explaining and illustrating how vocabulary and grammar contribute to effectiveness and impact, using linguistic and literary terminology accurately to do so and paying attention to detail; analysing and evaluating how form and structure contribute to the effectiveness and impact of a text</p> <p>Comparing texts: comparing two or more texts critically with respect to the above.</p> <p><u>LITERATURE</u></p> <p><u>Reading comprehension and reading critically</u></p> <ul style="list-style-type: none"> • literal and inferential comprehension: understanding a word, phrase or sentence in context; exploring aspects of plot, 	<p><u>LANGUAGE & LITERATURE</u></p> <p><u>Spoken language</u></p> <p>Presenting information and ideas: selecting and organising information and ideas effectively and persuasively for prepared spoken presentations; planning effectively for different purposes and audiences; making presentations and speeches</p> <p>Responding to spoken language: listening to and responding appropriately to any questions and feedback</p> <p>Spoken Standard English: expressing ideas using Standard English whenever and wherever appropriate.</p>	<p><u>LANGUAGE</u></p> <p><u>Writing</u></p> <p>Producing clear and coherent text: writing effectively for different purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue</p> <p>Selecting vocabulary, grammar, form, and structural and organisational features judiciously to reflect audience, purpose and context</p> <p>Using language imaginatively and creatively; using information provided by others to write in different forms</p> <p>Maintaining a consistent point of view; maintaining coherence and consistency across a text</p> <p>Writing for impact: selecting, organising and emphasising facts, ideas and key points; citing evidence and quotation effectively and pertinently to support views; creating emotional impact; using language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parenthesis)</p> <p><u>LITERATURE</u></p> <p><u>Essay Writing</u></p> <p>Producing clear and coherent text: writing effectively about literature for a range of purposes such as: to describe, explain, summarise, argue, analyse and evaluate; discussing and maintaining a point of view; selecting and emphasising key points; using relevant quotation and using detailed textual references</p> <p>Accurate Standard English: accurate spelling, punctuation and grammar</p>

characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events

- **critical reading:** identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text

- **evaluation of a writer's choice of vocabulary, grammatical and structural features:** analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation

- **comparing texts:** comparing and contrasting texts studied, referring where relevant to theme, characterisation, context (where known), style and literary quality; comparing two texts critically with respect to the above



Key Stage 5: A-Level Literature			
	<i>Critical Reading</i>	<i>Analytical Writing</i>	<i>NEA</i>
Year 12 and 13 To confidently and accurately...	<ul style="list-style-type: none"> • Read a wide variety of literary texts from a variety of different contexts critically, including: <ul style="list-style-type: none"> • Literal and inferential comprehension: perceptive understanding of wider ideas linked to authorial methods; exploring aspects of plot, characterisation, events and settings; distinguishing convincingly between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events • Informed reading of poetry, prose and drama texts with careful consideration of character and action, sequence of events and the author's intentions in light of form and purpose • Reading texts in context: perceptively evaluating texts studied, referring to generic conventions, themes, style and literary quality; using understanding of writers' social, historical and cultural contexts to inform analysis. • Making informed use of critical and theoretical approaches to literary texts to explore different interpretations 	<ul style="list-style-type: none"> • Write informed, personal and creative responses to literary texts, including: <ul style="list-style-type: none"> ○ Making an informed, convincing personal response that derives from close knowledge, analysis and evaluation of the text ○ Development of a formal and academic writing style to enable accurate and coherent written expression, detailed discussion of complex ideas and arguments, including accurate grammar, spelling and punctuation ○ Careful planning of coherent, well-structured arguments, with use of close reference to the texts to support detailed analysis of authorial methods to shape meaning ○ Detailed and critical analysis of authorial method used by the poets and link to relevant social/historical context to inform an argument. Show a critical understanding of literary concepts ○ Critical exploration of connections across time demonstrating understanding of conventions of genre and form ○ Convincing evaluation of a writer's choice of vocabulary, grammatical and structural features: analysing and evaluating how language and structure contribute to quality and impact; using linguistic and literary terminology precisely 	<p>Produce perceptive written responses linking research, theory and context with language choices, including:</p> <ul style="list-style-type: none"> ○ Reading widely and independently to gain a broad knowledge of a range of prose and poetry texts in the literary canon and beyond ○ Using knowledge of literary analysis to give a personal and informed interpretation of texts ○ Independently analysing authorial methods and intentions to develop coherent individual responses ○ Working independently to maintain a point of view in extended written responses; selecting and emphasising key points; using relevant quotation and using detailed textual references ○ Sustaining convincing interpretations of texts in light of critical theories and approaches ○ Ensure accurate use Standard English: accurate spelling, punctuation and grammar,
Key Stage 5: A-Level Language			
	<i>Critical Reading</i>	<i>Critical Writing</i>	<i>NEA</i>
Year 12 and 13 To confidently and accurately...	<ul style="list-style-type: none"> • Read transcripts and transactional writing critically, including: <ul style="list-style-type: none"> ○ Literal and inferential comprehension: perceptive understanding of wider ideas linked to authorial methods/phrases or sentences in context; distinguishing convincingly between what is stated explicitly and what is implied ○ Convincing identification of meanings and representations; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating (perceptively) different responses to a text and how texts can position readers; using understanding of writers' social, historical and cultural contexts to inform evaluation; making an informed, convincing personal response that derives from analysis and evaluation of the text ○ Convincing evaluation of a writer's choice of vocabulary, grammatical, phonological and structural features, mode of communication and use of pragmatic references 	<ul style="list-style-type: none"> • Produce perceptive and coherent text: writing convincingly for different purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue; • Select vocabulary, grammatical, phonological and structural features, mode of communication and use of pragmatic references judiciously to reflect audience, purpose and context • Use language imaginatively and creatively; use information provided by others to write opinion articles; • maintain a consistent point of view; maintain coherence and consistency across a text • Write for impact: selecting, organise and emphasise facts, ideas and key points; cite evidence and quotation effectively and pertinently to support views; create emotional impact; use language creatively, imaginatively and persuasively, including rhetorical devices (such as rhetorical questions, antithesis, parenthesis 	<ul style="list-style-type: none"> • Work independently to analyses texts, identify patterns of language use and evaluate the creation of meanings and representations • Produce perceptive written responses linking research, theory and context with language choices • Maintain a point of view; selecting and emphasising key points; using relevant exemplification and using detailed textual references and appropriate linguistic terminology • Use appropriate genre features for a selected form of transactional writing bearing in mind the way language can be used to represent the writer and position the reader • Ensure accurate use of standard English: accurate spelling, punctuation and grammar

	<ul style="list-style-type: none">○ Analysing and evaluating how language, structure, form and context contribute to quality and impact; using linguistic terminology for such evaluation● Perceptively comparing and contrasting texts studied in terms of genre, mode, audience, purpose and use of linguistic features: the impact of context on choice of language● Analysing and evaluating texts considering how attitudes to different varieties of English are presented, considering texts in the light of academic insights from a range of fields within the study of language/linguistics, including sociolinguistics and discourse analysis	<ul style="list-style-type: none">● Producing analytical and evaluative written responses which consider attitudes to different varieties of English, considering academic insights from a range of fields within the study of language/linguistics, including sociolinguistics and discourse analysis	
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