

# ENGLISH

## INTENT- KS3

We want young people to engage and be inspired by English Language and embrace our wide range and rich culture of Literature. We want them to enjoy picking up a book and reading for pleasure – to enjoy and feel inspired to write a variety of texts for different purposes and audiences – to be able to listen with empathy and speak confidently with different people in different contexts and on different subjects, both formally and informally.

Throughout Key Stage 3 students will develop skills and knowledge in reading and writing a broad selection of fiction and non-fiction texts inspired by a variety of engaging and ambitious texts from a variety of authors from different cultures and times. They will understand the craft of writing for a specific audience and purpose and the ways writing can engage and entertain through specific use of techniques. Students will be introduced to a wide range of texts, extracts and activities adapted and developed for all, including those with special educational needs.

We have a large focus on developing oracy skills recognising the importance of effective communication skills as an essential transferable skill.

From Year 7 to Year 9, students study a modern text; a selection of non-fiction texts for different purposes and audiences; poetry; a playscript; 19<sup>th</sup> Century text and the works of William Shakespeare.

The sequence of learning sees the focus in Year 7 on engagement and inspiration. Students develop their own interests in fiction and non-fiction through a broad and balanced series of activities, extracts and texts. For example, students will explore the humour of William Shakespeare before going on to study a full text in Year 8.

Skills and knowledge will develop up the Key Stage with students moving on to study a wider section of more challenging and full texts with the end of unit assessments reflecting the progress made. The focus progresses in Year 8 is to explore and interpret and further still in Year 9 to connect and compare.

Where possible, we have, 'Real' assessments and outcomes – entering reading, writing and spoken language competitions for example or writing real letters to local papers.

## SKILLS AND KNOWLEDGE

	Students will develop their KNOWLEDGE of	Students will develop their SKILLS in
7	<ul style="list-style-type: none"> <li>• different types of fiction and non-fiction</li> <li>• how to explore content, purpose and audience</li> <li>• the language features in a variety of fiction and non-fiction texts</li> <li>• how to develop a character</li> <li>• how to contribute to whole group and small group discussions</li> <li>• how to choose language carefully for different purposes and audiences</li> </ul>	<p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>• show accurate understanding of a variety of fiction and non-fiction texts.</li> <li>• express an opinion about ideas in a variety of fiction and non-fiction texts.</li> </ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>• communicates meaning using appropriate and interesting vocabulary and linguistic devices</li> <li>• shows some awareness of the reader</li> <li>• is developed into a sequence of sentences using capital letters and full stops</li> <li>• is neat with letters accurately formed and consistent in size</li> </ul> <p><b><u>Speaking and Listening</u></b></p> <ul style="list-style-type: none"> <li>• taking roles in group discussion</li> <li>• using different dramatic approaches to explore ideas, texts and issues</li> <li>• developing, adapting and responding to dramatic techniques, conventions and styles</li> <li>• developing and adapting active reading skills and strategies</li> </ul>

## SKILLS AND KNOWLEDGE

	Students will develop their KNOWLEDGE of	Students will develop their SKILLS in
8	<ul style="list-style-type: none"> <li>how to project my voice and actions in performance.</li> <li>how a writers' background can influence their writing.</li> <li>how a writer uses language to make a political and social point.</li> <li>how to recognise a variety of poetic devices in a poem and analyse their effect.</li> <li>how to use a variety of poetic devices in my own poem for effect.</li> <li>how to compare two seen and unseen poems</li> <li>the purpose of the prologue in Shakespeare's plays.</li> <li>what Melodrama is and how to exaggerate movements for performance.</li> <li>how to project my voice and actions in performance</li> <li>how to explore characters in Shakespeare plays.</li> <li>how to explore Shakespeare's language to understand character ideas and motivation.</li> <li>how the content of Shakespeare's plays link to the social and historic context.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>select essential points and use inference and deduction where appropriate.</li> <li>identify key features, themes and characters within the text.</li> <li>select sentences, phrases and relevant information to support my views.</li> <li>Understand that texts fit into historical and literary traditions.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>is varied and interesting, conveying meaning clearly using a more formal approach where appropriate – Newspaper report.</li> <li>is imaginative through vocabulary choices and precisely chosen words.</li> <li>uses coherent, clear and well developed sentences and paragraphs.</li> <li>contains words with complex regular patterns usually spelt correctly.</li> <li>contains a range of accurately used punctuation including commas, apostrophes and inverted commas.</li> <li>is clear and fluent and, where appropriate, is adapted to a range of tasks.</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>talk and listen with confidence in an increasing range of contexts.</li> <li>adapt my talk to a specific purpose: developing ideas thoughtfully, describing events and giving my opinion clearly.</li> <li>vary my expression and vocabulary.</li> <li>listen carefully in discussions, making contributions and asking questions that are responsive to others' ideas and views.</li> </ul>

## SKILLS AND KNOWLEDGE

	Students will develop their KNOWLEDGE of	Students will develop their SKILLS in
9	<ul style="list-style-type: none"> <li>how to show empathy towards people in difficult situations</li> <li>how to work in a small group sharing ideas through good communication skills</li> <li>how to develop my character ideas incorporating information gathered from the play script</li> <li>how to use drama conventions to develop ideas of character and plot</li> <li>how to read between the lines and develop character ideas and reactions</li> <li>the background of a selection of poems and texts from other cultures and traditions</li> <li>how to analyse poems and other texts, picking out key ideas and themes and supporting my ideas with quotes</li> <li>That all writing comes from inspiration</li> <li>the background of some of our most recognised poets – Simon Armitage, Seamus Heaney, Carol Ann Duffy and Pre-1914 Poets</li> <li>how to recognise symbolism, imagery, ambiguity, chronology, enjambment and extended metaphors in poems and understand their effect</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>show appreciation of, and comment on a variety of texts</li> <li>evaluate how writers achieve effect through linguistic, structural and presentational devices.</li> <li>select and analyse information and ideas and comment on how these are conveyed in texts</li> <li>explore some of the ways texts influence literature and society</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>show creativity in the way I select specific features to convey effects and interest the reader</li> <li>show a clear grasp of the use of punctuation and paragraphing</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>maintain and develop my talk purposefully in a range of contexts</li> <li>structure what I say clearly using apt vocabulary</li> <li>make a range of contributions that show I have listened perceptively and am sensitive to the development of discussions</li> <li>use standard English confidently in a range of situations, adapting as necessary</li> </ul>

### INTENT- KS4

At KS4, students further develop their Language and Literature thinking and skills they developed in KS3.

We cover the AQA GCSE syllabus for Language and English Literature. At the end of the course, students will achieve two GCSE's.

Through the Literature syllabus, students study, 'Macbeth', 'A Christmas Carol', 'An Inspector Calls' and a range of poetry from the Literature Anthology, 'Power and Conflict'

With a confidence developed throughout KS3, students will be able to explore the contexts of plays, novels and poems they study at GCSE.

They will be able to comment on and analyse language styles, the reasons why texts are written and the intentions of the writer. They will also be able to comment on and compare two previously unseen poems.

In English Language, students will be able to analyse the content, purpose and audience of a variety of fiction and non-fiction extracts. They will comment on language techniques and their effects. They will also explore how texts are structured for effect.

Through understanding of how texts are created through experience and inspiration, students will create their own fiction and non-fiction texts for different purposes and audiences

# SKILLS AND KNOWLEDGE

	Students will develop their KNOWLEDGE of	Students will develop their SKILLS in
10 & 11	<p>By the end of Year 10, students will have covered the specification of both the Language and English Literature syllabus.</p> <p>They will have secure knowledge of the following assessment objectives:</p> <p><b>AO1:</b></p> <ul style="list-style-type: none"> <li>Read, understand and respond to texts.</li> <li>Students should be able to:                             <ul style="list-style-type: none"> <li>maintain a critical style and develop an informed personal response</li> <li>use textual references, including quotations, to support and illustrate interpretations.</li> </ul> </li> </ul> <p><b>AO2:</b></p> <ul style="list-style-type: none"> <li>Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</li> </ul> <p><b>AO3:</b></p> <ul style="list-style-type: none"> <li>Show understanding of the relationships between texts and the contexts in which they were written.</li> </ul> <p><b>AO4:</b></p> <ul style="list-style-type: none"> <li>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>Clear, explained response to task and whole text</li> <li>Effective use of references to support explanation</li> <li>Clear explanation of writer's methods with appropriate use of relevant subject terminology</li> <li>Understanding of effects of writer's methods on reader</li> <li>Clear understanding of ideas/perspectives/ contextual factors shown by specific links between context/text/task</li> </ul> <p><b>Anthology</b></p> <ul style="list-style-type: none"> <li>Clear comparison</li> <li>Effective use of references to support explanation</li> <li>Clear explanation of writer's methods with appropriate use of relevant subject terminology</li> <li>Understanding of effects of writer's methods on reader</li> <li>Clear understanding of ideas/perspectives/ contextual factors shown by specific links between context/text/task</li> </ul> <p><b>Unseen</b></p> <ul style="list-style-type: none"> <li>Clear, explained response to task and text</li> <li>Effective use of references to support explanation</li> <li>Clear explanation of writer's methods with appropriate use of relevant subject terminology</li> <li>Understanding of effects of writer's methods on reader</li> </ul>

## CURRICULUM LESSONS ALLOCATED OVER THE 2 WEEK TIMETABLE

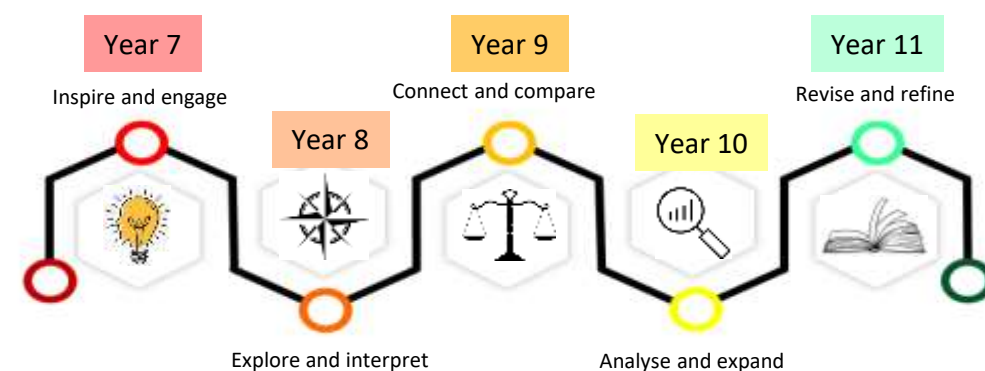
Year 7	Year 8	Year 9	Year 10	Year 11
8 x one hour lessons	8 x one hour lessons	8 x one hour lessons	10 x one hour lessons	10 x one hour lessons

## Overview

### Qualification gained by the end of year 11:

Whole school vision links developed in this subject	After school destinations linked to this subject
<ul style="list-style-type: none"> <li>Cultural Capital – Educating our students to appreciate creativity and identity</li> <li>An English curriculum which is ambitious for all students, including those with SEND</li> <li>Real assessment outcomes which can contribute to the local community</li> <li>Working with outside agencies to enrich the curriculum</li> <li>Through a variety of texts students will understand and respect people from different backgrounds and cultures</li> <li>Recall of prior knowledge is embedded throughout the KS3 into KS4 curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Journalist</li> <li>Author</li> <li>Proof Reader</li> <li>Web content manager</li> <li>Actor</li> <li>Tour guide</li> <li>Public Speaker</li> </ul>

## ENGLISH CURRICULUM THEMES



### Cross Curricular links

- History – Racism, prejudice in America. Life in Elizabethan/Jacobean England.
- Social Injustice in the 1840's and the effects of the Industrial Revolution.
- The politics of the 1980's and the influence of Margaret Thatcher
- RE – developing empathy and understanding of others
- Geography- exploring other cultures and traditions. Issues faced in other countries
- PDev Social injustice, first impressions and being accepted.

# Year 7- English Curriculum



## Curriculum theme: *Inspire and Engage*

The focus in Year 7 is to ignite a love of English through a broad and engaging curriculum. We want to share our passion for all things English and inspire our students to read, write and speak for pleasure and with developing confidence.

There is a big focus this year on developing skills and knowledge through oracy and real end of unit outcomes.

## 1. Autobiography

Exploring autobiographical and non-fiction texts from different cultures.

**Reading assessment** – Analysis of an extract from 'I am Malala'.

**Writing assessment** – Individual piece of autobiographical writing

**Real outcome** – Write letters to Malala Yousafzai.

## 3. Modern Text

'Murder Most Unladylike'

by Robin Stevens.

Exploring the writer's craft.

**Key Words** – Content, Audience, Purpose, Structure.

**Reading Assessment**

Comprehension on an extract.

**Writing Assessment**

**Short story based on theme and structure.** Best ones read out loud to specific audience.

**Aspirational Outcome** – Author visit.

## 5. 19<sup>th</sup> Century Text

This Unit will have non-fiction extracts linked to the theme dovetailed throughout.

**Focus** – An Introduction to 19<sup>th</sup> Century Fiction, in particular detective stories.

**Short stories.**

**Reading Assessment**

Comprehension task on short story studied.

**Writing Assessment**

Students write their own short detective story. Best stories read out loud to audience or in assembly.

**Real outcome** – Story-writing competition, winners story recorded as audiobook.

## 7. Poetry

Exploring a range of poetic styles and poets. Focus on musicality.

**Assessment**

Writing own poem based on a particular style and theme. Marked for writing.

Create **Solway Poetry Anthology.**

**Real outcome** – Entering poetry competition internal and external.

**Aspirational Outcome** – Poetry writing workshop.

## 2. KS2 Recap

Drama Transition Unit based on 'There's a boy in the girl's bathroom' by Louis Sacher – studied at Silloth Primary School.

**Real written and oracy outcome** –

Presentation about our school values delivered during October open evening.

## 4. Shakespeare

Across Key Stage 3, the focus will be on **Universal Themes of Gender and gender representation and stereotypes.** **Will's World – The Comedies** Smash the negative perception a lot of students have about Shakespeare.

Focus on context – Shakespeare's background and influences.

**Extracts from, 'The Taming of the Shrew' and, 'Much Ado About Nothing'.**

**Oracy Assessment**

Perform an extract from one of the plays with focus on character representation and interpretation of the script.

**Writing Assessment**

Exploring the treatment of girls in Shakespeare's times.

**Aspirational Outcome** – Trip to the Globe Theatre.

## 6. Drama

**'Our Day Out' By Willy Russell.**

Through performance we will be studying this engaging, entertaining comedy play. We will be looking at character, setting and theme.

**Reading Assessment** How does Willy Russell present the children from the Progress Class?

**Real oracy outcome** – perform scenes for a primary school

## Progressing into Year 8

Summer exams.



# Year 8- English Curriculum

Curriculum theme: **Explore and Interpret**

Following an inspirational Year 7, students will continue to develop their knowledge and skills through exploration of a wide variety of fiction and non-fiction texts from different times and places. They will be encouraged to develop their personal responses to the written word through group and individual interpretation.

## Year 7 recap

We will be revisiting all of the skills and knowledge developed in Year 7. Throughout all the units in Year 8, we will be adding to the layers of prior knowledge and developing our skills and knowledge further.

## 2. Non-Fiction

Persuasive Writing Crisis at Christmas.

### Reading Outcome

What language techniques have Crisis at Christmas used, to persuade people to support the charity?

### Real outcomes

Write a letter to a newspaper or magazine to be published. Organise an in-school charity event.

## 4. 19<sup>th</sup> Century Text

Introduction to Gothic Literature Themes, imagery, characters and plot. Leading onto studying the abridged version of 'Jekyll and Hyde'.

### Reading Assessment

Comprehension task on an extract from Jekyll and Hyde.

### Writing Assessment

Write own short Gothic story to be entered into a competition. The winner of which will have their story recorded by a professional actor. .

## 6. Poetry

Exploring a wide range of poets and poems. Focus on **Structure, Technique, Language and comparing poems with a similar theme.**

### Reading Assessment

Comparing two poems studied.

## Progressing into Year 9

Summer exams.

## 1. Modern Text

My Swordhand is Singing by Marcus Sedgwick. .

Focus on the methods of the writer.

**Key Words – Structure, Language.**

**Inference, Implicit, Explicit, Evidence.**

### Reading Assessment

Language focused extended reading task – In this extract, how has the writer used language to...

### Writing Assessment

Writing in the style of the writer. What happened next?

### Aspirational Outcome

To ignite our imagination and to help us understand the writers' craft we will have a visit from a published author

## 3. Shakespeare

### Will's World – The Tragedies.

Study of whole play – '**Romeo and Juliet**'

Link again to ongoing theme across KS3 of gender representation and stereotype. Focus on how daughters were treated by their fathers, particularly Juliet and Lord Capulet.

### Assessment

To explore how Juliet or the Nurse changes throughout the play. One extract to focus on.

We will also be working with an outside theatre company to further our understanding of Shakespeare's plays.

## 5. Drama

### 'Blood Brothers' By Willy Russell.

We will be studying a play by the same playwright we studied in Year 7. This play is more challenging and will further develop our performance skills and knowledge of character, setting and theme. We will also explore context.

### Writing and Oracy Assessment –

Write and perform a monologue of a character from the play.



# Year 9- English Curriculum



Curriculum theme: **Connect and Compare**

The focus in Year 9 is to develop skills in summarising and comparing a selection of texts, themes and views. The content of the Year 9 curriculum is more challenging and students will be focusing on exploring and comparing a selection of whole texts and a variety of poems

## Year 8 recap

We will be revisiting all of the skills and knowledge developed in Year 8. Throughout all the units in Year 9, we will be adding to the layers of prior knowledge and developing our skills and knowledge further.

## 2. Shakespeare

### Will's World – The Histories.

Study of whole text of Macbeth.

Exploring the married lives of Shakespeare's characters. The role of the husband and the role of the wife. Linked to context.

#### Reading Assessment.

Extract and essay question on gender representation. Write about representation in the extract.

#### Writing Assessment.

Exploration of the role of women in

Elizabethan/Jacobean times.

**Real Outcome** – Theatre visit.

## 4. Drama

### DNA by Dennis Kelly.

Study of a play from the Modern Text selection of the English Literature GCSE.

#### Oracy Assessment.

Small group discussion exploring the influence of characters in the play.

#### Writing Assessment.

Character monologues of two contrasting characters from the play.

## Progressing into Year 10

Summer Exams.

## 1. Modern Text incorporating Non-Fiction

'Of Mice and Men' by John Steinbeck.

Focus on the writer's craft. How has Steinbeck structured the text to engage the reader?

This unit will embed various non-fiction elements exploring civil rights, the life of Martin Luther King, America in the 1920/1930's.

#### Reading Assessment

Structure focused extended reading task on the whole text. How has Steinbeck structured the text to interest the audience?

#### Oracy Assessment

Presentation on an area of civil rights highlighted in the novel.

**Real Outcome** – Author visit.

## 3. 19<sup>th</sup> Century Text

An introduction to Charles Dickens – his background and influences. Making links to the influences and politics of Shakespeare and Willy Russell.

Focus on a selection of extracts which highlight Dickens' influence and the context of his writing. Include a number of Non-fiction texts which link to GCSE Lang Paper 2.

#### Reading Assessment.

Comparing two non-fiction extracts written about the workhouses.

**Real Outcome** – Research into local workhouses.

## 5. Poetry

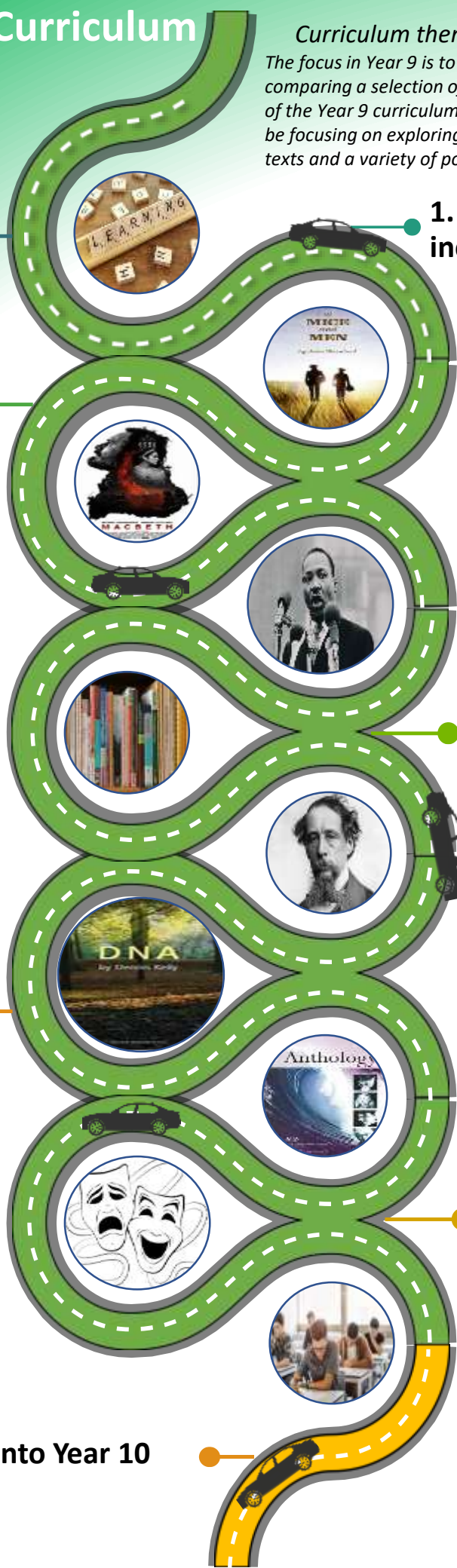
Revisiting skills covered in Year 7 and Year 8. Consolidating skills and knowledge with focus on analysing unseen poems. Using sections from 2008 Anthology.

#### Reading Assessment

Comparing two unseen poems.

#### Real Outcome

Entering poetry writing competition



# Year 10- English Curriculum

## Curriculum theme: **Analyse and Expand**

Starting the GCSE courses in both Language and Literature, students will be well prepared having developed confidence in their knowledge and skills. The aim is to cover all the content of both courses during Year 10 with regular assessed exam practices, feedback and targets for improvement. Focus will be on developing and expanding responses to fit the expectations and marks in the exams.



### Year 9 recap.

We will be revisiting all of the skills and knowledge developed in Year 9. Throughout all the units in Year 10, we will be adding to the layers of prior knowledge and developing our skills and knowledge further. We will recognise the importance of our prior knowledge and the links to GCSE.

### 3. Begin Literature Paper 1. Section B.

19th Century Text. 'A Christmas Carol'.

### 5. Literature Paper 2. Section B and Section C.

Poems - Power and Conflict and Unseen Poetry.

### 7. EXAMS. – MARCH.

Language Paper 1.  
Full Paper. 80 Marks.

### 9. English Language.

Spoken Language Endorsement.

### 1. Literature Paper 1. Section A.

Shakespeare. 'Macbeth'

### 2. Language Paper 2.

Reading and Writing Non-Fiction.

### 4. EXAMS. DECEMBER.

Language Paper 2.  
Full Paper.  
Literature Paper 1 Section A.  
Shakespeare.

### 6. Language Paper 1.

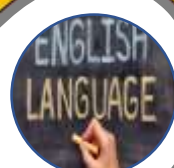
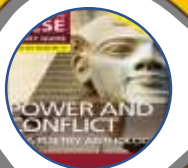
Reading and writing Fiction.

### 8. Literature Paper 2. Section A.

Modern Text.  
'An Inspector Calls'.

### Progressing into Year 11.

Summer exams.



# Year 11- English Curriculum

Curriculum theme: *Revise and refine*

Students will revise and refine their exam techniques in Year 11 with time to revisit the content covered in Year 10 in preparation for their GCSE exams. Plenty opportunities will be given to exam practices, detailed whole class and individual feedback and focused areas for further progression.



## Year 10 Recap.

Year 11 will be revision based on all of the GCSE Language and Literature units covered in Year 10. The work covered in Year 10 and the progress made will be essential for success in Year 11 and GCSE's.

## Revision- Language Paper 2.

Reading and Writing Non-Fiction.

## Homework- Literature Paper 2. Section B.

Anthology Poems.

## MOCKS- DECEMBER.

Literature Paper 2. Section B. 30/8/24 Marks.  
Language Paper 2. Full Paper. 80 Marks.

## Revision

Individual revision focus covering all Language and Literature.

## Homework- Literature Paper 1. Section B.

'A Christmas Carol'.

## MOCKS- MARCH

Full Language & Literature.

## English Literature Exam

## English Language Exam



## Revision- Literature Paper 1. Section A.

Shakespeare. 'Macbeth'.

## Literature Paper 1. Section B

19th Century Text. 'A Christmas Carol'.

## Homework- Literature Paper 2. Section A

'An Inspector Calls'.

## Assessment

Literature Paper 2. Section A.  
Literature Paper 1. Section A.  
30 (+4) Marks.

## Revision- Language Paper 1.

Reading and Writing Fiction.

## Homework- Literature Paper 1. Section A.

'Macbeth'.

## Assessment.

Literature Paper 1. Section B. 30 Marks.

## English Literature Exam.

## English Language Exam

## Potential destinations

6<sup>th</sup> Form – English Language and/or English Literature.  
College, various apprenticeships including recruitment, home care, communication, journalism.  
Skills and knowledge developed in English are Universal and can be transferred to any profession.