



English Department – Curriculum Intent

KS3 Curriculum Intent			
Head of Department: Mrs L Derby			
	Year 7	Year 8	Year 9
Autumn Term	<p><u>Transition-Favourite Fiction (Reading)</u> Skills:</p> <ul style="list-style-type: none"> Start to include subject terminology confidently when analysing and writing responses Embed a range of quotes and references to support their ideas Plan essays successfully to ensure that they are clearly explained Produce a coherent and well-structured essay using the “What, How, Why?” technique. Analyse the use of language and its impact on the reader Explore the contextual background of a text and how that links with the ideas within that text. <p><u>Assessment:</u> Students are asked to respond to the following statement: “Explore how the writer of your favourite story uses language for effect.”</p> <p><u>Journeys: The time and social space we inhabit within the world influences our interactions with people and place (Reading)</u> <u>Class Novel – In the Sea there are Crocodiles</u></p> <ul style="list-style-type: none"> Include subject terminology confidently when analysing and writing responses Embed a range of quotations and references to support their ideas Plan essays successfully to ensure that they are clearly explained Produce a coherent and well-structured essay 	<p><u>Modern Novel- Animal Farm (Reading)</u> Skills:</p> <ul style="list-style-type: none"> Explore the novel’s concepts and themes Explore the wider messages and how they link to the wider world we live in today Develop awareness of characterisation and symbols within the novel Show an awareness of the writer’s methods Show an awareness of how the contexts in which the novel written and read contributes to Orwell’s meaning. <p><u>Assessment:</u> Students are asked to respond to the following statement: “Power Corrupts.”</p> <p>Explore the methods that George Orwell uses to get across this idea in the novel.</p> <p><u>Descriptive Writing (Reading and Writing)</u> Skills:</p> <ul style="list-style-type: none"> Construct a story Build characterisation Incorporating linguistic devices into writing Develop a clear, structured narrative Develop the ability to analyse and evaluate a writer’s use of devices for effect. <p><u>Assessment:</u> Writing to describe</p>	<p><u>Modern Novel - Of Mice and Men or Pigeon English (Reading)</u> Skills:</p> <ul style="list-style-type: none"> Explore the novel’s concepts and themes Explore the contextual background of a text and how that links with the ideas within that text. Explore the wider messages and how they link to the wider world we live in today Develop awareness of characterisation and symbols within the novel Show an awareness of the writer’s methods <p><u>Assessment:</u> Explore Steinbeck’s presentation of the American Dream in the novel or How does Kelman present the challenges facing young people who live on the estate?</p> <p><u>Gothic Literature (Writing and Reading)</u> Skills:</p> <ul style="list-style-type: none"> Develop their ability to craft their own pieces of writing, using an appropriate ‘voice’ and range of devices for impact using a variety of texts and wider ideas as inspiration. <p><u>Assessment:</u> Write a description based on a picture.</p> <p>Skills:</p> <ul style="list-style-type: none"> Exploration of language and structure used for effect within a text Analyse the use of language and structure and its impact on the reader



English Department – Curriculum Intent

<ul style="list-style-type: none"> Analyse the use of language and its impact on the reader Consider the contextual background of a text and how that links with the ideas within that text. <p>Assessment: Explore the methods that the writer uses to get across ideas in <i>In the Sea there are Crocodiles</i></p> <p>Hound of the Baskervilles (Writing) Skills:</p> <ul style="list-style-type: none"> Construct a story Build characterisation Use a variety of sentence and punctuation types for effect Use a range of devices to create tension. Incorporate linguistic devices into writing Using Develop a clear, structured narrative <p>Assessment: Writing to describe: a piece of descriptive writing that uses some of the techniques that have been taught during this scheme of work.</p> <p>Class Novel- The Woman in Black (Reading) Skills:</p> <ul style="list-style-type: none"> Include subject terminology confidently when analysing and writing responses Embed a range of quotations and references to support their ideas Plan essays successfully to ensure that they are clearly explained Produce a coherent and well-structured essay Analyse the use of language and its impact on the reader 	<p>Assessment: Analyse and evaluate a writer’s use of language and structural devices in an extract from a novel.</p> <p>Debating (Speaking and Listening) Skills:</p> <ul style="list-style-type: none"> Confidently present their ideas, consolidating their understanding of how to successfully apply the oracy protocols in a group debate. <p>Assessment: Deliver a cogent and persuasive speech, and respond to other students’ arguments through concise rebuttal and Points of Information.</p> <p>Career Links: Pupils learn about the legal profession when they are taught British Parliamentary style debating. We also look at how rebuttal is used effectively in politics.</p> <p>How of Favourite Fiction (Reading) Skills:</p> <ul style="list-style-type: none"> To use subject terminology confidently when analysing and writing responses To embed a range of quotes and references to support their ideas To plan essays successfully to ensure that they are clearly explained To Produce a coherent and well-structured essay using the “What, How, Why?” technique. Analyse the use of language AND structure and its impact on the reader Explore the contextual background of a text and how that links with the ideas within that text. 	<p>Assessment: Evaluate the language and structural devices used by a writer in what is GCSE a Paper 1- style Reading question.</p> <p>Relationships Poetry or Identity Poetry (Reading) Skills:</p> <ul style="list-style-type: none"> Show an awareness of how to draw links between the poems Show an awareness of the poets’ methods Analyse the use of language and structure in detail. Compare the methods poets use to convey ideas. Consider context and how this affects the ideas in a poem. <p>Assessment: Compare the presentation of love (or Identity) in two poems chosen by the teacher.</p>
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English Department – Curriculum Intent

	<ul style="list-style-type: none"> Consider the contextual background of a text and how that links with the ideas within that text. <p>Assessment: Explore the methods that the writer uses to get across ideas in either “The Woman in Black”</p>		
<p>Spring Term</p>	<p>Debating (Speaking and Listening) Skills:</p> <ul style="list-style-type: none"> Confidently present their ideas, consolidating their understanding of how to successfully apply the oracy protocols in a group debate. <p>Assessment: Deliver a cogent and persuasive speech, and respond to other students’ arguments through concise rebuttal and Points of Information.</p> <p>Career Links: Pupils learn some basics of both politics and law when they are taught how to debate. Pupils are taught how to critically evaluate an argument through effective rebuttal- a skill that is useful both in the legal profession and in the world of politics.</p> <p>Persuasive Writing (Writing) Skills:</p> <ul style="list-style-type: none"> Develop an awareness of different styles of non- fiction texts and analyse the impact on the reader To explore their own ‘voice’ when writing non-fiction texts Include linguistic devices to enhance arguments in written responses. To present their own view on topics covered and present this convincingly both orally and through written work. 	<p>War Poetry (Reading) Skills:</p> <ul style="list-style-type: none"> Appreciate different styles and forms of poetry Explore different eras and voices within a range of poems Analyse the form and structure of poems and the deeper messages within these Include subject terminology confidently when analysing and writing responses Analyse the use of language and its impact on the reader Embed a range of quotations to support their ideas. <p>Reading Assessment: Close analysis of a World War One poem- usually Dulce Et Decorum Est.</p> <p>Persuasive Writing (Writing) Skills:</p> <ul style="list-style-type: none"> Develop persuasive writing skills To explore their own ‘voice’ when writing non-fiction texts Include linguistic devices to enhance arguments in written responses. To present their own view on topics covered and present this convincingly both orally and through written work. <p>Assessment: Create piece of persuasive writing on a topic chosen by the teacher.</p>	<p>Victorian Novel (Reading) Skills:</p> <ul style="list-style-type: none"> Exploring: Plot, Characterisation, Overarching themes, Social and historical context The methods used by the writer to convey key ideas Understand the context of the text and how that links with the ideas within that text – show deep understanding of the context of this play Show an awareness of the writer’s methods Analyse the use of language and structure and its impact on the reader Embed a range of quotes and references to support their ideas in essay responses to the play <p>Assessment: Explore how a writer uses language to develop: Plot, Characterisation, Overarching themes, Social and historical context.</p> <p>Transformative Writing (Writing) Skills:</p> <ul style="list-style-type: none"> Show awareness of Purpose/Audience/Form Show appreciation of writers’ craft. <p>Assessment: A GCSE Paper 2 Writing task.</p> <p>English Language Exam (Reading) Skills:</p>



English Department – Curriculum Intent

<p><u>Assessment:</u> Create piece of persuasive writing on a topic chosen by the teacher.</p> <p><u>What of Favourite Fiction (Reading)</u> Skills:</p> <ul style="list-style-type: none"> ● To use subject terminology confidently when analysing and writing responses ● To embed a range of quotes and references to support their ideas ● To plan essays successfully to ensure that they are clearly explained ● To Produce a coherent and well-structured essay using the “What, How, Why?” technique. ● Analyse the use of language AND structure and its impact on the reader ● Explore the contextual background of a text and how that links with the ideas within that text. <p><u>Assessment:</u> Essay Question: How does Dickens engage the reader in ‘The Signal Man’?</p> <p><u>Nature Poetry (Reading)</u> Skills:</p> <ul style="list-style-type: none"> ● Analyse the use of language and its impact on the reader ● Embed a range of quotations to support their ideas ● Appreciate different styles and forms of poetry ● Explore different eras and voices within a range of poems ● Analyse the form and structure of poems and the deeper messages within these ● Include subject terminology confidently when analysing and writing responses ● Plan essays successfully to ensure that they are clearly explained. 	<p><u>American Literature (Reading)</u> Skills:</p> <ul style="list-style-type: none"> ● Show an awareness of the writer’s methods ● Include subject terminology confidently when analysing and writing responses ● Embed a range of quotations and references to support their ideas ● Produce a coherent and well-structured essay ● Analyse the use of language and its impact on the reader ● Explore the contextual background of a text and how that links with the ideas within that text. <p><u>Reading Assessment:</u> Close analysis of an extract from one of the classic American texts. Most teachers ask students to explore Fitzgerald’s presentation of the American Dream in <i>The Great Gatsby</i>.</p> <p><u>Newspapers (Reading)</u> Skills:</p> <ul style="list-style-type: none"> ● To develop the skill of Inference ● To be understand the different features of broadsheet and tabloid writing ● To understand what is meant by “Fake News” and where it might come from ● To look at the News more critically. ● To be able to spot and understand bias. ● To understand what is meant by political bias ● To be able to comment on a writer’s viewpoint. ● To be able to explore and analyse how writer’s use language for effect. ● Ultimately, to be better prepared for the English Language GCSE (paper 2) 	<ul style="list-style-type: none"> ● Exploration of language and structure used for effect within a range of texts ● Analyse the use of language and structure and its impact on the reader. <p><u>Assessment:</u> GCSE style paper 2 Reading</p> <p><u>Careers Link:</u> Writing (non-fictional writing) writing in a journalistic style. Discussion of the media.</p> <p><u>The Why of Favourite Fiction (Reading)</u> Skills:</p> <ul style="list-style-type: none"> ● To use subject terminology confidently when analysing and writing responses ● To embed a range of quotes and references to support their ideas ● To plan essays successfully to ensure that they are clearly explained ● To Produce a coherent and well-structured essay using the “What, How, Why?” technique. ● Analyse the use of language AND structure and its impact on the reader ● Explore the contextual background of a text and how that links with the ideas within that text.
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English Department – Curriculum Intent

	<p>Assessment: Close analysis of a Romantic poem</p>	<p>Assessment (two paragraphs) 1. Write about the writer’s viewpoint: Their opinion ? Their political bias - i.e. where they are coming from? The tone of the writing?</p> <p>2. Write about how the writer uses language for effect: Using the saying a lot about a little technique, explore two devices that the writer uses to persuade you of his/ her point of view. Remember to name devices, use quotes and to focus on and analyse the effects of language on the reader as much as possible.</p> <p>Careers Link: The Newspapers scheme focuses on non-fiction writing skills. Pupils are taught how about how to write in the style of an opinion piece from a broadsheet newspaper</p>	
<p>Summer Term</p>	<p>Year 7 Exam- Descriptive Writing (Writing): Skills:</p> <ul style="list-style-type: none"> • To develop their ability to write creatively. • To think carefully about blending their devices and maintaining the interest of the reader throughout. • To develop their ability to consciously craft a piece of creative writing. <p>Writing Assessment: Writing to describe</p> <p>Shakespeare - (Speaking and Listening and Reading) Skills:</p> <ul style="list-style-type: none"> • Create own performance poetry linking to the theme of the soliloquy • To develop their oracy skills and ability to communicate their ideas effectively through presenting their finished soliloquies to their peers. • Explain and then perform a soliloquy from a Shakespeare play. 	<p>Shakespeare “A Midsummer Night’s Dream” (Reading) Skills:</p> <ul style="list-style-type: none"> • Explore the play’s concepts and themes • Explore the wider messages and how they link to the wider world we live in today • Develop awareness of characterisation and symbols within the play • Show an awareness of Shakespeare’s methods • Include subject terminology confidently when analysing and writing responses • Embed a range of quotations and references to support ideas • Produce a coherent and well-structured essay • Analyse the use of language and its impact on the audience. • Explore the contextual background of the play and how that links with the ideas within that text. <p>Assessment: How does Shakespeare use language to develop a theme, character or concept?</p>	<p>Shakespeare: “Much Ado About Nothing” or “Othello” (Reading) Skills:</p> <ul style="list-style-type: none"> • Explore the play’s concepts and themes • Explore the wider messages and how they link to the wider world we live in today • Develop awareness of characterisation and symbols within the play • Show an awareness of Shakespeare’s methods • Include subject terminology confidently when analysing and writing responses • Embed a range of quotations and references to support ideas • Produce a coherent and well-structured essay • Analyse the use of language and its impact on the audience. • Explore the contextual background of the play and how that links with the ideas within that text/



English Department – Curriculum Intent

<p>Reading Assessment: Close analysis of a soliloquy chosen by the teacher.</p> <p>Careers Link: The Shakespeare scheme of work focuses on performance. Students therefore learn a little about the acting profession-specifically how actors prepare for a role in a Shakespeare play.</p>	<p><u>Year 8 Exam (Reading)</u> Skills:</p> <ul style="list-style-type: none">• Develop an awareness of different styles of fiction texts and analyse the impact on the reader• To select and retrieve relevant information from a text• To synthesise pertinent information• To use evidence to ensure arguments are developed and secure <p>Assessment: Narrative Reading Analysis</p>	<p><u>Assessment:</u> Close analysis of an extract from a Shakespeare play; this is similar to the extract based question they are asked to do at GCSE.</p> <p><u>Talk (Speaking and Listening):</u> Skills:</p> <ul style="list-style-type: none">• Confidently present their ideas, consolidating their understanding of how to successfully apply the oracy protocols in a group debate. <p><u>Assessment:</u> Deliver a paired talk, followed by answering questions in a speaking and listening task that is designed to prepare students for the individual talk they have to do at GCSE.</p>
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English Department – Curriculum Intent

Overview of KS4 Curriculum		
Exam Board: AQA		Subject: GCSE English Language and English Literature
Year 10		Year 11
Autumn Term	<p>Creative Writing Recap Baseline Assessment – Creative Writing Skills (English Language Paper 1)</p> <ul style="list-style-type: none"> Communicate clearly, imaginatively and effectively. Select appropriate tone and register for purpose and audience. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. <p>Assessment (writing): Students are asked to respond creatively to an image linking to their modern text.</p> <p>Introducing the Modern text</p> <p>Modern Text Assessment 1 – Literary Reading Skills</p> <ul style="list-style-type: none"> Maintain a critical style and develop an informed personal response Use textual references, including quotations, to support and illustrate interpretations. Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. Show understanding of the relationships between texts and the contexts in which they were written. Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. <p>Assessment (reading): Students are asked to respond to an essay title, based on a significant character or theme in their modern text – ‘Lord of the Flies’ or ‘An Inspector calls’</p> <p>Transactional Writing</p> <p>English Language Paper 2 Written Assessment: Students are asked to produce a Paper 2 style written task, assessing the following skills:</p> <ul style="list-style-type: none"> Communicate clearly, imaginatively and effectively. 	<p>Shakespeare Shakespeare Assessment 1 – Literary Reading Skills</p> <ul style="list-style-type: none"> Maintain a critical style and develop an informed personal response Use textual references, including quotations, to support and illustrate interpretations. Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. Show understanding of the relationships between texts and the contexts in which they were written. Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. <p>Assessment (reading): Close analysis of excerpt from ‘Macbeth’ or ‘Romeo and Juliet’</p> <p>English Language Paper 1 - Consolidation</p> <p>English Language Paper 1 - Reading and Writing Assessment Students are asked to complete an entire Paper 1, covering reading and writing skills as detailed below:</p> <p>Paper 1 Reading Skills:</p> <ul style="list-style-type: none"> Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts. 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. Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts. Evaluate texts critically and support this with appropriate textual references.



English Department – Curriculum Intent

- Select appropriate tone and register for purpose and audience.
- Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.
- use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Modern Text Assessment 2 – Literary Reading Skills

As above for Modern Text Assessment 1

Paper 1 Writing Skills:

- Communicate clearly, imaginatively and effectively.
- Select appropriate tone and register for purpose and audience.
- Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.
- use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

English Language Paper 2 Consolidation

English Language Paper 2 Reading and Writing Assessment

Students are asked to complete an entire Paper 2, covering reading and writing skills as detailed below:

Paper 2 Reading Skills:

- Identify and interpret explicit and implicit information and ideas.
- Select and synthesise evidence from different texts.
- 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.
- Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.
- Evaluate texts critically and support this with appropriate textual references.

Paper 2 Writing Skills:

- Communicate clearly, imaginatively and effectively.
- Select appropriate tone and register for purpose and audience.
- Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.
- use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

MOCK EXAM WEEK:

Students will complete two papers – one will be a Shakespeare question (Literature Paper 1 - now Paper 2) and an English Language Paper 2 exam (both reading and writing). Skills assessed in the exam are identified above.



English Department – Curriculum Intent

Spring Term	<p><u>Introducing the 19th Century Novel</u></p> <p><u>19th Century Fiction Assessment 1 – Literary reading skills</u> Maintain a critical style and develop an informed personal response Use textual references, including quotations, to support and illustrate interpretations Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>Assessment (reading): Close analysis of excerpt from ‘The Strange case of Dr. Jekyll and Mr. Hyde’ or from ‘Frankenstein, linking it to the rest of the text.</p> <p><u>Writing Recap</u></p> <p><u>Creative Writing Skills Assessment 2 (English Language Paper 1)</u></p> <ul style="list-style-type: none">• Communicate clearly, imaginatively and effectively.• Select appropriate tone and register for purpose and audience.• Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.• use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. <p>Assessment (writing): Students are asked to respond creatively to an image, demonstrating the skills identified above.</p> <p><u>English Language Paper 1 Practice</u></p> <p><u>English Language Paper 1 Reading Assessment - fiction Reading Skills</u></p> <ul style="list-style-type: none">• Identify and interpret explicit and implicit information and ideas.• Select and synthesise evidence from different texts.• 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.• Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts.	<p><u>English Language Assessment (both reading and writing)</u> Students are asked to complete a full English Language paper, covering both the reading and writing skills identified above.</p> <p><u>Unseen Poetry</u> English Literature Paper 2 Assessment (Unseen Poetry) Literary Reading skills</p> <ul style="list-style-type: none">• Maintain a critical style and develop an informed personal response• Use textual references, including quotations, to support and illustrate interpretations.• Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.• Show understanding of the relationships between texts and the contexts in which they were written.• Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. <p>Assessment (reading): Students are to complete an analysis of an unseen poem, and complete a second task where they compare the devices used by two other unseen poems.</p> <p><u>19th Century Novel Revision</u> <u>19th Century Fiction Assessment (New Paper 1N) – Literary reading skills</u></p> <ul style="list-style-type: none">• Maintain a critical style and develop an informed personal response• Use textual references, including quotations, to support and illustrate interpretations• Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.• Show understanding of the relationships between texts and the contexts in which they were written <p>Assessment (reading): Close analysis of excerpt from ‘The Strange case of Dr. Jekyll and Mr. Hyde’ or from ‘Frankenstein, linking it to the rest of the text.</p>
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English Department – Curriculum Intent

Summer Term	<ul style="list-style-type: none"> Evaluate texts critically and support this with appropriate textual references. <p>Assessment (reading):</p> <ul style="list-style-type: none"> Answering Section A questions from GCSE Language Paper 1 <p><u>19th Century Fiction Assessment No. 2 – Literary reading skills</u> As above for 19th Century Fiction Assessment 1</p>	
	<p><u>English Language Paper 2</u></p> <p>English Language Paper 2 Assessment (Reading and Writing) During Year 10 exams week, students will complete a walking talking English Language Paper 2 style mock, covering the skills identified above.</p> <p><u>Speaking and Listening</u></p> <p><u>Presentation Assessment – Speaking and Listening Skills</u></p> <ul style="list-style-type: none"> Demonstrate presentation skills in a formal setting Listen and respond appropriately to spoken language, including to questions and feedback on presentations.. Use spoken Standard English effectively in speeches and presentations. <p>Assessment (speaking and listening): Present controversial subject to class peers (mock)</p> <p><u>Poetry Anthology</u> <i>English Literature Paper 2 Anthology Poetry Assessment</i> – Literary Reading Skills Maintain a critical style and develop an informed personal response Use textual references, including quotations, to support and illustrate interpretations. Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>Assessment (reading): Written comparison of two poems from the GCSE Poetry Anthology</p>	<p><u>Revision</u></p> <p><u>English Literature Reading Assessment</u> Students to complete an assessment during the INSET day in April on Unseen Poetry (Paper 2) / Modern Text (new Paper 1N).</p>



English Department – Curriculum Intent

Overview of KS5 Curriculum					
		Exam Board: AQA		Subject: A Level English Language	
		Year 12		Year 13	
		Teacher A	Teacher B	Teacher A	Teacher B
Autumn Term		<p>Language Diversity Language and gender Sociolect topics inc. language and occupation</p> <p>Textual Variations and Representations Paper 1 skills and grammar toolkit</p>	<p>Language Diversity Accent and attitudes:</p> <ul style="list-style-type: none"> • Social class • Dialects • MLE • Regional variation • Education • Age <p>Textual Variations and Representations Paper 1 skills and grammar toolkit</p>	<p>Diversity and Change Language change</p>	<p>Language Diversity World Englishes Revisit Language Diversity topics</p>
Spring Term		<p>Children's Language Development</p> <p>Language in Action Introduce Coursework: investigation (Easter- collect data)</p>	<p>Language in Action Coursework: Original writing</p>	<p>Language Discourses Focus on how the texts use language to present ideas, attitudes and opinions Practise directed writing task linked to the same topic and the ideas in the texts.</p>	<p>Language Discourses Focus on how the texts use language to present ideas, attitudes and opinions Practise directed writing task linked to the same topic and the ideas in the texts</p>
Summer Term		<p>Language in Action Coursework: Investigation Prepare for internal examination</p>	<p>Textual Variations and Representations Paper 1 skills Prepare for internal examination</p>	<p>Prepare for internal examination</p>	<p>Prepare for internal examination</p>



English Department – Curriculum Intent

Overview of KS5 Curriculum				
Exam Board: AQA Subject: A Level English Literature				
Year 12			Year 13	
Teacher A		Teacher B	Teacher A	Teacher B
Autumn Term	<p>Aspects of tragedy: Students study one text from each of the following groups of texts: Shakespeare, Drama and Poetry</p> <p>Teacher A will study 'Othello' And focus on the close analysis question.</p>	<p>Aspects of tragedy: Students study one text from each of the following groups of texts: Shakespeare, Drama and Poetry</p> <p>Teacher B will study 'Death of a Salesman'</p>	<p>Theory and independence</p> <p>Texts and genres: Elements of political and social protest writing</p> <p><i>The Kite Runner</i></p>	<p>Theory and independence</p> <p>Texts and genres: Elements of political and social protest writing</p> <p><i>The Selected Poems of Tony Harrison</i></p>
Spring Term	<p>Texts and genres: Elements of political and social protest writing</p> <p>Students study three texts: One post-2000 prose text; one poetry text and one further text, one of which must be written pre-1900.</p> <p><i>A Doll's House</i></p>	<p>Aspects of tragedy: Students study one text from each of the following groups of texts: Shakespeare, Drama and Poetry</p> <p>Introduce Keats</p>	<p>Texts and genres Elements of political and social protest writing</p> <p>Return to Aspects of tragedy Focus on section B of Othello</p>	<p>Texts and genres Elements of political and social protest writing The Unseen Element</p>
Summer Term	<p>Preparation for internal examinations Introduce Theory and independence coursework – Read text over summer</p>	<p>Preparation for internal examinations Introduce Theory and independence coursework – Read text over summer</p>	<p>Preparation for external examinations</p>	<p>Preparation for external examinations</p>



English Department – Curriculum Intent

Curriculum Rationale:

Throughout the Key Stages, the English Department aims for students to foster an appreciation and love of reading and to discuss how language presents meaning.

At KS3 we support students to craft the skills that they will ultimately need to excel at KS4 and we introduce and hone these skills across the three years. In Year 7 students develop close analysis skills by exploring the “What? How? Why?” of a writer’s use of language and structure. In the first term of Year 7 in our exploration of modern and classic fiction we aim to challenge students to explore how writers’ present their ideas and discuss the art of storytelling. We then move on to explore other genres of writing and practise writing and speaking for different audiences and purposes. We build on students’ knowledge of the “What? How? Why?” of fiction so students can craft their own descriptive writing. We also focus on poets use language, structure, and form. In addition, in Year 7, our introductory work on Shakespeare is focused on the performance element of his work. The rationale behind this is for students to start to consider the stagecraft of his plays for when they encounter them later in KS3.

At Year 8, the focus is on how different meanings and interpretations of a text relate to the contexts in which it was written. The ‘Animal Farm’, ‘War Poetry’ and ‘American Literature’ schemes explore the importance of historical and social context. This is further developed in our language work on media and audience and writer positioning. In Year 9 the skills of comparison and evaluation are developed; students will compare poetry but also will evaluate how successful a writer has been at presenting their ideas. By the end of KS3 students will have encountered all the skills that they need to perfect at KS4.

At KS4 the students start their Language course by revising and then practising the skills they need for creative writing, using an image that ties in with the themes of their modern text. We start the KS4 Literature course with the modern text as students readily engage with the themes and enjoy discussing them which allows us to base Paper 2 writing skills around the issues that they encounter from their literary texts. Language and Literature dovetail throughout KS4. We go on to study the Victorian texts as the students have become more confident in exploring context and the challenge of the writers’ language is not so overwhelming. The reading element of Paper 2 works well alongside the Victorian Literature because the texts that they encounter in Paper 2 are literary non-fiction from the Victorian period. In the spring term of Year 10, we focus on Paper 1 reading skills and aim to get students to consider the techniques that they are exploring in the Literature they have read are the similar techniques that they are analysing in the Language and indeed that they are using in their own creative writing. By the summer term, the students will start to explore the poetry anthology. Before tackling Shakespeare at the beginning of Year 11. Year 11 is very much focused on consolidation and revision of the skills covered.

In KS5 English Literature, students are upskilled to look at texts through a certain ‘lens’. Students explore to what extent they can find elements or aspects of a genre within their text. The chosen texts do not definitively belong to a genre – but may relate to one to a certain extent. Students will be offered different lenses, or filters through which you can look at a text and are encouraged to see that there is no ‘fixed way’ to view a text. We follow the AQA specification B for English literature A Level and both teachers start with introducing texts of the Aspects of Tragedy paper. Both teachers approach this paper together to allow students to apply their understanding of the genre to their respective texts. We build on this ‘lens’ approach by introducing the social protest theme and then ultimately the coursework element where students will apply different literary theory, taken from the critical anthology to their chosen texts.

We start A Level Language by introducing the sociolinguistics element of the course. We do this because A Level English Language is so different to GCSE and by discussing language issues such as diversity, it allows students to debate and discuss language all around us and to share their experiences of attitudes towards language use. Using texts that relate to diversity we then focus on the technical skills required for Paper 1, using texts that explore language debates. So, our exploration of lexis, grammar, syntax and pragmatics is very much applied to ‘live’ texts, allowing us to explore how writers use language in their representations.