



English Department – Curriculum Intent

KS3 Curriculum Intent			
Head of Department: Mrs L Derby			
	Year 7	Year 8	Year 9
	<p><u>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>Assessment: Students are asked to respond to the following statement:</p> <p>“Explore how the writer of your favourite story uses language for effect.”</p> <p><u>The What of Fiction (Reading)</u> 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 Consider how structural choices made by the writer contribute to the effect on the reader. 	<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) <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><u>Rhetoric</u> Skills covered in Year 8:</p> <p>Student will go over a range of persuasive devices than in Year 8, including syntactic parallelism, anaphora, emotive language, hyperbole. Tricolon and antithesis.</p> <p>What is news?</p> <p>Students will be taught other devices, such as irony and analogy- and to use these devices for effect in their writing.</p> <p>Students will be taught how to structure their writing through the use of pathos, ethos, and logos: Ethos is the act of appealing to the speaker’s or writer’s authority as a means of persuasion, Pathos is the act of evoking emotions in the audience or readers to make your point, Logos is the act of appealing to the logic of the audience or readers.</p> <p>Students will be taught how to write for a specific purpose and audience: students will use the devices they have taught to deliver a persuasive speech to the rest of the class.</p> <p>Students will be taught how to work on their speaking and listening skills : students will be taught how to deliver a talk.</p> <p>Assessment Students will deliver a persuasive talk on a topic of interest to the rest of the class.</p>



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 writers use to create tension.</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>Protest Skills:</p> <ul style="list-style-type: none"> Consider context and how this affects the ideas in a text. To develop an understanding of politics, and how this shaped Protest writing. Show an awareness of the writers' methods Analyse the use of language and structure in detail using the "what/How/Why" approach. <p>Assessment: Students are asked to explore the methods that Fitzgerald uses to comment on the American Dream in the novel The Great Gatsby.</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>
Spring Term	<p>Romantic poetry Pre-Unit Reading Assessment Pre-unit Reading assessment building on granular knowledge from previous unit:</p> <p>Explore how the writer uses language to create and atmosphere.</p> <p>Skills:</p> <ul style="list-style-type: none"> To be able to recognise and comment on a range of poetic devices. To be able to write poetry for an audience. To understand some contextual background about the Romantic Poets. To understand how to write about poetry, using the What/How/Why approach. Embed a range of quotations and references to support their ideas 	<p>Dystopia Skills: Knowledge- Going over Year 7 Students will go over the "What/How/Why" technique taught in Year 7. There will be revision of devices such as imagery, figurative language and other devices from Year 7.</p> <p>Students will revisit persuasive techniques and the form of a letter. Students will revisit their knowledge of creative writing and understanding of how to employ descriptive features. Students will use this existing knowledge and apply it to a text type they are unlikely to have encountered before.</p>	<p>The Voce Skills covered in Year 8</p> <p>Different purposes for writing: intrigue, tension, and suspense.</p> <p>What is new?</p> <p>Students will be taught a range of structural features, including narrative voice, exposition, climax, denouement, change of focus, cinematic techniques, and juxtaposition.</p> <p>Students will be taught how to analyse the structural choices made by a writer, by exploring how they affect the reader.</p> <p>Assessment</p>



English Department – Curriculum Intent

<ul style="list-style-type: none"> Plan essays successfully to ensure that they are clearly explained Produce a coherent and well-structured essay. To be able to explore and interpret a poet's use of metaphor-and its effect on the reader. To start to be able to analyse structure, and how poet's structural choice affect meaning. <p>Assessment: Explore the methods that a poet uses to get across the importance of Nature in one poem that you have studied.</p> <p><u>Different Viewpoints (Writing)</u></p> <p>Skills:</p> <ul style="list-style-type: none"> To be able to plan a coherent and well-structured essay. To understand how to use paragraphing, the thesis statement, topic sentences and discourse markers to help structure writing. To understand how to use the simple, compound and complex sentence to persuade. To be able to use the colon and semicolon accurately and for effect. To be able to use of range of rhetorical devices for effect. To understand how to write for different audiences. <p>Assessment: Using approximately 500 words, write using persuasive techniques.</p> <p><u>Debating (Speaking and Listening)</u></p> <p>Skills:</p> <ul style="list-style-type: none"> To understand how to debate; To be able to structure a persuasive speech for an audience; 	<p>New Knowledge/skills: How does this build on what was taught in Year 7? Students will be taught about the key elements of the Dystopian genre and will use their existing skills and knowledge of analysis to identify these features within the genre in order to write about them.</p> <p>Students will develop their knowledge of different text types as the unit will explore poetry, extracts from novels, graphic novels, films and games.</p> <p>Students will use their existing knowledge and apply it to new text types, for example the opening cutscene of a game.</p> <p><u>Descriptive Writing (Writing)</u></p> <p>Knowledge- Going over Year 7?</p> <ul style="list-style-type: none"> To be able to write for purpose – i.e., to create suspense, intrigue etc. To be able to use a range of sentence types for effect. To be able to use a range of punctuation accurately and effectively. To be able to use a varied range of stylistic devices to achieve intended effect. To be able to use a range of features clearly in order to help signal overall direction of the text for the reader, e.g. opening paragraphs that introduce themes clearly, paragraph markers, links between paragraphs. <p>What is new? In addition to going over the above, students will be taught how to write an opening to a dystopian story. Students will be taught some of the main conventions of dystopian fiction in order to enable them to do this writing,</p>	<p>Students will be expected to explore and interpret the structural techniques used for effect in Roald Dahl's "The Landlady" -using the What/How/Why approach.</p> <p><u>Relationships poetry</u></p> <p><u>Skills covered in Year 8</u></p> <p>Devices: Imagery, Figurative language. Sounds (e.g. alliteration, dissonance etc.) Rhyme Scheme Rhythm Caesura Enjambment Refrain.</p> <p>Skills:</p> <ul style="list-style-type: none"> To be able to plan a coherent and well-structured essay about a poem. To be able to analyse a poem using the what/how/why approach. To be able to explore and interpret how a poet uses language for effect. To be able to explore and interpret how a poet uses structure for effect. To be able to consider contextual factors, when analysing the ideas in a poem. <p>What is New</p> <p>Students will be taught how to compare poems in terms of ideas and methods, using the What/How/Why approach.</p>
--	---	---



English Department – Curriculum Intent

	<ul style="list-style-type: none">• To develop the confidence to articulate an argument for a Speaking and Listening assessment;• To be able to evaluate the strengths and weaknesses of arguments;• To be able to use rebuttal and Points of information to effectively engage with an opponents' argument. <p>Assessment: Students are given a motion; one team has to argue "For"; the other team "Against".</p>	<p>War Poetry</p> <p>Going over Year 7 Pupils will go over the following devices:</p> <p>Imagery, Figurative language. Sounds (e.g. alliteration, dissonance etc.)</p> <p>What is new? In addition, students will be taught the following structural devices, and will consider how they can be used for effect in Poetry:</p> <p>Rhyme Scheme Rhythm Caesura Enjambment Refrain.</p> <p>Students will also be taught about Context in much greater detail for this SOW.</p> <p>Skills:</p> <ul style="list-style-type: none">• To be able to plan a coherent and well-structured essay about a poem.• To be able to analyse a poem using what/how/why approach.• To be able to explore and interpret how a poet uses language for effect.• To be able to explore and interpret how a poet uses structure for effect.• To be able to consider contextual factors, when analysing the ideas in a poem.	
--	--	--	--



English Department – Curriculum Intent

Summer Term	<p>Introduction to Shakespeare (Speaking and Listening)</p> <p>Skills:</p> <ul style="list-style-type: none"> To understand how the ideas is Shakespeare's plays were shaped by the historical context. To gain familiarity with Shakespeare's language. To be able to analyse Shakespeare's use of language. To be able to comment on Shakespeare's use of the soliloquy and the aside. To demonstrate empathy and understanding through flexible choices of speech, gesture and movement. To be able to explain a character's motivations to the rest of the class. To be able to work independently, in order to research a character's soliloquy from a Shakespeare play. <p>Assessment: Students have to introduce and then perform a soliloquy in front of the rest of the class.</p> <p><u>Descriptive Writing (Writing)</u></p> <p>Skills:</p> <ul style="list-style-type: none"> To be able to write for purpose – i.e., to create suspense, intrigue etc. To be able to use a range of sentence types for effect. To be able to use a range of punctuation accurately and effectively. To be able to use a varied range of stylistic devices to achieve intended effect. To be able to use a range of features clearly in order to help signal overall direction of the text for the reader, e.g., opening paragraphs that introduce themes clearly, paragraph markers, links between paragraphs. 	<p><u>Shakespeare "A Midsummer Night's Dream" (Reading)</u></p> <p><u>Skills covered in Year 7</u> Students will go over some of the devices taught in Year 7, including Shakespeare's use of soliloquy.</p> <p><u>What is New :</u></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><u>Assessment:</u> How does Shakespeare use language to develop a theme, character or concept?</p> <p><u>Exam -A Midsummer Night's Dream</u></p> <p>Students will be expected to explore and interpret the methods that Shakespeare uses to get across ideas in the play. The idea is that students should be able to really explore how Shakespeare uses figurative language (similes, metaphors or personification) to get across ideas.</p>	<p><u>Shakespeare: "The Tempest" or "Othello" (Reading)</u></p> <p>Going over skills taught in Year8:</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><u>What is New?</u> In addition to being able to explore Shakespeare's use of metaphor, students will be expected to analyse Shakespeare's use of soliloquy, enjambment and caesura.</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>Exam</u> Students will be given a soliloquy-either from "The Tempest" or "Othello": students will be expected to explore and interpret the methods that Shakespeare uses to get across ideas using the What/How/Why approach.</p>



English Department – Curriculum Intent

<p>Assessment Students have to do a piece of descriptive writing (story) based on a picture in which they show off their vocabulary and sentence and punctuation variety; this assessment will also be marked for accuracy.</p> <p>Year 7 Exam</p> <p>Romantic poetry Skills:</p> <ul style="list-style-type: none"> To be able to recognise and comment on a range of poetic devices. To be able to write poetry for an audience. To understand some contextual background about the Romantic Poets. To understand how to write about poetry, using the What/How/Why approach. 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. To be able to explore and interpret a poet's use of metaphor-and its effect on the reader. To start to be able to analyse structure, and how poet's structural choice affect meaning. <p>Assessment: Explore the methods that Wordsworth uses to get across the importance of Nature in the poem "Daffodils"</p>	<p>Persuasive Writing and Debating Knowledge- Going over Year 7 Students will be taught how to use the simple, compound and complex sentence to persuade. Pupils will be taught how to use the colon, semicolon and dash for effect. Students will be taught about how to use write grammatically correct sentences, so that they can write both accurately and for effect. Students will go over some of the more straightforward devices taught in Year 7.</p> <p>What is New? Students will be taught how to write in the style of a broadsheet newspaper. Student will be taught a greater range of persuasive devices than in Year 7 , including syntactic parallelism, anaphora, emotive language, hyperbole. Tricolon and antithesis.</p> <p>Assessment Students will be expected to write a persuasively in the style of broadsheet opinion piece.</p> <p>Debating (Speaking and Listening) Going over Year 7:</p> <ul style="list-style-type: none"> To understand how to debate; To be able to structure a persuasive speech for an audience; To develop the confidence to articulate an argument for a Speaking and Listening assessment; To be able to evaluate the strengths and weaknesses of arguments; To be able to use rebuttal and Points of information to effectively engage with an opponents' argument. 	<p>Recognising Viewpoint Going over skills taught in Year 8:</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) <p>What is New? Students will be taught how to compare viewpoint and show an understanding of tone.</p> <p>Students will be expected to develop the skill of inference, so that they are able to compare texts.</p> <p>Assessment Students will do a Paper 2 English Language GCSE Reading: they will answer four questions about two texts- each question testing a different skill.</p>
--	---	--



January 2023

English Department – Curriculum Intent

		<p>What is New? Students will be taught the nuances of BP style debating.</p> <p>Assessment Students will be assessed on their ability to debate: they will need to be able to use rebuttal and Points of Information to effectively engage with their opponents' arguments and show an understanding of the rudiments of British Parliamentary style debating.</p>	
--	--	---	--



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</p> <p><u>Baseline Assessment – Creative Writing Skills (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><u>Assessment (writing):</u> Students are asked to respond creatively to an image linking to their modern text.</p> <p><u>Introducing the Modern text</u></p> <p><u>Modern Text Assessment 1 – 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. Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. <p><u>Assessment (reading):</u> 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><u>Transactional Writing</u></p> <p><u>English Language Paper 2 Written Assessment:</u> 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><u>Shakespeare</u></p> <p><u>Shakespeare Assessment 1 – 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. Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. <p><u>Assessment (reading):</u> Close analysis of excerpt from ‘Macbeth’, ‘The Merchant of Venice; or ‘Romeo and Juliet’</p> <p><u>English Language Paper 1 - Consolidation</u></p> <p><u>English Language Paper 1 - Reading and Writing Assessment</u> Students are asked to complete an entire Paper 1, covering reading and writing skills as detailed below:</p> <p><u>Paper 1 Reading Skills:</u></p> <ul style="list-style-type: none"> Identify and interpret explicit and implicit information and ideas. 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. Evaluate texts critically and support this with appropriate textual references. <p><u>Paper 1 Writing Skills:</u></p> <ul style="list-style-type: none"> Communicate clearly, imaginatively and effectively.



English Department – Curriculum Intent

	<ul style="list-style-type: none"> 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><u>Modern Text Assessment 2 – Literary Reading Skills</u> As above for Modern Text Assessment 1</p>	<ul style="list-style-type: none"> 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><u>MOCK EXAM WEEK:</u> Students will complete two papers – one will be a Shakespeare question (Literature Paper 1 and an English Language Paper 1 exam (both reading and writing). Skills assessed in the exam are identified above.</p>
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):</p>	<p><u>Poetry Anthology</u> <u>English Literature Paper 2 Anthology Poetry</u>– 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>English Literature Paper 2 Assessment (Unseen Poetry)</u> 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):</p>



English Department – Curriculum Intent

	<p>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. 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. 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>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>Modern Text Revision</u></p> <p><u>Modern Text Assessment 1 – 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. Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. <p><u>Assessment (reading):</u> 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><u>MARCH MOCK</u> Students will complete a whole English Literature Paper 2. The skills required / assessed on this paper are outlined above.</p>
Summer Term	<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><u>Revision of English Language Paper 2</u></p> <p>Paper 2 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

<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>Paper 2 Writing Skills:</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>Students will complete an entire English Language Paper 2.</p> <p><u>Revision of 19th Century Text (English Literature Paper 1)</u></p>
--	--



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>



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>

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.



English Department – Curriculum Intent

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.