



English Department – Curriculum Intent

| KS3 Curriculum Intent | | | |
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| Head of Department: Mrs L Derby | | | |
| | Year 7 | Year 8 | Year 9 |
| Autumn Term | <p>Area of Study (AoS) and Concept Link (CL) Journeys AoS:</p> <ul style="list-style-type: none"> •Who am I? •Who inspires me? •Moving on •Challenging Journeys •Understanding the World <p>CL 1: Facing challenging Journeys. Key Themes Taught</p> <ul style="list-style-type: none"> •What makes a person? •Autobiography •Facing Problems •Struggle •Prejudice <p>Key Knowledge Taught Reading Focus:</p> <ul style="list-style-type: none"> •Narrative voice. •Symbolism •Building tension <p>Writing Focus:</p> <ul style="list-style-type: none"> •Writing autobiography •Writing to describe •Writing to analyse <p>Speaking and Listening Focus:</p> <ul style="list-style-type: none"> •Preparing a presentation * IT Skills •Good group discussion •Delivering a presentation. <p>Texts <i>My Father is a Polar Bear</i> <i>In The Sea There Are Crocodiles</i></p> | <p>Area of Study (AoS) and Concept Link (CL) Journeys in Another World AoS:</p> <ul style="list-style-type: none"> • The nature of dystopia • The conventions of dystopian fiction • Characters under pressure <p>CL 1: Identity under pressure Key Themes Taught</p> <ul style="list-style-type: none"> • Causes of dystopias • Dealing with a dystopian world <p>The nature of power and control</p> <p>Key Knowledge Taught Reading Focus:</p> <ul style="list-style-type: none"> • Narrative voice. • Symbolism • Foreshadowing • Conventions of Non-Fiction writing. • Dystopian literature across time <p>Writing Focus:</p> <ul style="list-style-type: none"> • Creating character and plot • Writing Non-Fiction texts <p>Speaking and Listening:</p> <p>Preparing and delivering a persuasive speech</p> <p>Texts <i>Animal Farm</i> Dystopian Short Stories <i>The Hunger Games</i></p> | <p>Area of Study (Ao5) and Concept link Mapping Your Route AoS:</p> <ul style="list-style-type: none"> • Building narratives • Structural techniques and Conventions <p>Key Themes Taught</p> <ul style="list-style-type: none"> • Building narratives • Organization of ideas • Cinematic techniques • Using structure to build tension <p>Key Knowledge Taught</p> <ul style="list-style-type: none"> • Understanding the purpose of fiction texts. • Understanding the structural methods used for effect in fiction texts. • Intertextuality. <p>Reading Focus: Analysing structure in fiction</p> <p>Writing Focus: Implementing structure in our own writing</p> <p>Speaking and Listening Media focus</p> <p>Texts <i>The Landlady</i> <i>It</i> <i>Film openings</i></p> |



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| | | <p>Evaluative writing. The Power of the Other AoS: Victorian Literature</p> <ul style="list-style-type: none">• Changing gender identities• Oppression v liberation• Characterisation• Settings <p><u>CL 2:</u> <u>Key Themes Taught</u></p> <ul style="list-style-type: none">• Victorian female experience• Madwoman in the Attic• Exploring gender in Literature <p><u>Key Knowledge Taught</u> Reading Focus:<ul style="list-style-type: none">• Analysis of structure and the construction of character and plot.</p> <p>Writing Focus:<ul style="list-style-type: none">• Narrative based on plot and character</p> <p>Texts Jane Eyre The Yellow Wallpaper</p> <p><u>Key Knowledge Taught</u> Reading Focus:<ul style="list-style-type: none">• Attitudes towards women during the Victorian era• Protofeminism• Exploring methods• Inference• Considering Structure</p> <p>Writing Focus:<ul style="list-style-type: none">• Narrative and imaginative writing</p> |
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| | | | <ul style="list-style-type: none"> Analytical –writing Group discussion Research skills Persuasive writing and debating |
| Spring Term | <p>The Power of the Poet AoS: Nature Poetry</p> <ul style="list-style-type: none"> The nature of poetry The work of the poet Reactions to Poetry <p><u>CL 2 Poetry to Protest</u> <u>Romantic poetry</u></p> <p><u>Key Themes Taught</u></p> <ul style="list-style-type: none"> The Romantic movement The sublime Speaking out <p><u>Key Knowledge Taught</u> Reading Focus:</p> <ul style="list-style-type: none"> Understanding viewpoints Understanding how language and poetic techniques shape meaning. Context of Romantic poetry. Conventions of poetry <p>Writing Focus:</p> <ul style="list-style-type: none"> Poetry writing Analytical -writing about literature. Writing about my point of view <p><u>Key Texts Taught</u> The Rime of the Ancient Mariner Daffodils The Sick Rose Non-fiction Texts</p> | <p>‘The Words of War’ AoS: War poetry focussing on:</p> <ul style="list-style-type: none"> The nature of poetry The work of the poet Reactions to Poetry <p><u>CL2: Conflict</u> <u>Key Themes Taught</u></p> <ul style="list-style-type: none"> The nature of conflict Relationships and war Anti-war and the glory of war <p><u>Key Knowledge Taught</u> Reading Focus:</p> <ul style="list-style-type: none"> Understanding viewpoints Understanding how language and poetic techniques shapes meaning. Context of war poetry. Conventions of war poetry <p>Writing Focus:</p> <ul style="list-style-type: none"> Poetry writing Analytical -writing about literature. <p>Speaking and Listening Focus:</p> <ul style="list-style-type: none"> Presentation on a poem from the Poetry. <ul style="list-style-type: none"> Poetry as performance <p><u>Key Texts Taught</u> War Poetry Anthology</p> <p><u>American Literature</u> AoS:</p> <ul style="list-style-type: none"> Understanding key ideas about representation | <p><i>Constructing Identities</i> AoS:</p> <ul style="list-style-type: none"> Intertextuality. Evaluative writing. Developing an understanding of factors that shape identity. Poetic form and structure. Comparing viewpoint. Comparing methods. <p><u>CL1: Constructing Identities</u> <u>Key Themes Taught</u></p> <ul style="list-style-type: none"> Identity in Poetry Voice, structure and Perspective Exploring non-fiction. <p>Key Knowledge Taught</p> <ul style="list-style-type: none"> Comparing viewpoint. Understanding how language and structural choices help convey theme Considering context. Comparing methods. <p>Writing Focus: -Poetry Writing.</p> <p><u>Key texts taught</u> Identity Poetry Anthology</p> |



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| | | <ul style="list-style-type: none"> Understanding different viewpoints and perspectives Applying contextual understanding Understanding writer's intentions Applying different lenses to access texts <p><u>CL: Conflict and identity</u></p> <p><u>Key themes:</u></p> <ul style="list-style-type: none"> Conflicting representations Personal and internal conflicts Expressions of identity <p><u>Key knowledge:</u></p> <ul style="list-style-type: none"> Context of Native American experience Introducing concepts such as problematisation and reclamation Conventions of poetry Analysis of poetry Transactional writing <p>Reading: Analysis of poetry Writing: Transactional writing</p> <p><u>Texts:</u></p> <ul style="list-style-type: none"> Non-fiction texts Selection of poetry | |
| Summer Term | <p><u>All the World's a Stage</u></p> <p><u>AoS: Shakespeare</u></p> <ul style="list-style-type: none"> Introduction to drama and the conventions of drama Greek drama? Introduction to Shakespeare in performance <p><u>CL 3: Dramatic Texts and Shakespeare</u></p> <p><u>Key Themes Taught</u></p> <ul style="list-style-type: none"> Drama as representation of life. Drama as mechanism of social commentary | <p><u>Area of Study (AoS) and Concept Link (CL)</u></p> <p><u>AoS: A Magical Stage</u></p> <ul style="list-style-type: none"> A full play by Shakespeare Consideration of Shakespearean comedy/romance plays <p><u>CL 3: Shakespeare</u></p> <p><u>Key Themes Taught</u></p> <ul style="list-style-type: none"> The nature of love Misadventure and mistaken identity <ul style="list-style-type: none"> Control and power | <p><u>Area of Study (AoS) and Concept Link (CL)</u></p> <p><u>'Looking at Shakespeare through a Lens'</u></p> <p><u>AoS Tragedy</u></p> <ul style="list-style-type: none"> Shakespeare Literary perspectives Nature of tragedy <p><u>CL 3: Shakespeare</u></p> <p><u>Key Themes Taught</u></p> <ul style="list-style-type: none"> Love, power and control Betrayal Revenge |



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| <p><u>Key Knowledge Taught</u> Reading Focus:</p> <ul style="list-style-type: none"> • Why Shakespeare? • Conventions of Greek and Elizabethan/Jacobean Theatre • Shakespeare’s life and the world around him • Use of dramatic methods <p>Writing Focus</p> <ul style="list-style-type: none"> • Exploration of a character • Analytical -writing about literature. <p>Speaking and Listening Focus:</p> <ul style="list-style-type: none"> • Play in performance. <p><u>Texts</u> Kae Tempest: My Shakespeare Shakespeare Soliloquies</p> | <p><u>Key Knowledge Taught</u> Reading Focus:</p> <ul style="list-style-type: none"> • Understanding theme and meaning • Shakespeare’s creation of character • Shakespeare’s dramatic methods • Context of individual plays <p>Writing Focus</p> <ul style="list-style-type: none"> • Narrative based on plot and character • Analytical -writing about literature. <p>Speaking and Listening Focus:</p> <ul style="list-style-type: none"> • Play in performance <p><u>Texts</u> A Midsummer Night’s Dream</p> | <p><u>Key Knowledge Taught</u> Reading focus:</p> <ul style="list-style-type: none"> • Literature context-the nature of Aristotelean tragedy • Elizabethan and Jacobean beliefs • Shakespeare’s methods • Close language analysis and interpretation <p>Writing Focus:</p> <ul style="list-style-type: none"> • Narrative based on plot and character • Analytical -writing about literature about Shakespeare • Dramatic performance <p>Speaking and Listening Focus:</p> <ul style="list-style-type: none"> • Play in performance. <p><u>Texts</u> Romeo and Juliet Things Fall Apart</p> |
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| Overview of KS4 Curriculum | | |
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| Exam Board: AQA | | Subject: GCSE English Language and English Literature |
| | Year 10 | Year 11 |
| Autumn Term | <p>Creative Writing Recap</p> <p>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</p> <p>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’, ‘The Merchant of Venice; 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. 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>Paper 1 Writing Skills:</p> <ul style="list-style-type: none"> Communicate clearly, imaginatively and effectively. |



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| | <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>Modern Text Assessment 2 – Literary Reading Skills 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>MOCK EXAM WEEK: 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>Introducing the 19th Century Novel</p> <p>19th Century Fiction Assessment 1 – 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): 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>Writing Recap</p> <p>Creative Writing Skills Assessment 2 (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>Poetry Anthology English Literature Paper 2 Anthology Poetry– 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>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. |



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| | <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. 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>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>Modern Text Revision</u> <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. |



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| <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> |
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| Overview of KS5 Curriculum | | | | |
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| 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</p> <p>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 | | | | |
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| 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>A Doll's House</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.



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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.