



English Curriculum Plan

Intent:

1. Developing specific skills to pass GCSE and A Level exams.
2. Developing wider skills to communicate effectively in the world.
3. Developing broad spiritual and cultural capital.

Year	What will students learn?	Rationale	How will students be assessed?
7	<ol style="list-style-type: none"> 1. Y6 – Y7 transition 2. Study of two novels 3. Study of unit of poetry 4. Study of Shakespeare play (A Midsummer Night's Dream) 5. Rolling programme of Grammar and Let's Think in English 	<p>Students need help with the jump from primary to secondary education. The introductory unit is designed to introduce students to key reading and writing skills that they will develop throughout KS3 and 4. The study of complete prose texts, poetry and a complete Shakespeare play introduces students to the ways in which we study texts at GCSE. We have chosen 'A Midsummer Night's Dream' as we feel this is the most accessible Shakespeare play. However, we are trialling a key scenes booklet with our literacy groups rather than studying the full play, in order to try to fully meet the needs of students who are coming to us in Y7 with reading ages below chronological age.</p> <p>In Y7 we teach students how to approach texts in an analytical way, focusing on aspects of language and structure as well as key themes and wider contextual relevance. We teach students how to use the PQA structure to help with essay writing.</p> <p>The rolling programme, which students follow for one hour a week, is made up of various components. The grammar lessons are designed</p>	<p>Key assessment each half term.</p> <p>Focus on the development of explanation and evaluation skills through teacher questioning and feedback.</p>

		<p>to specifically build on what students have learnt at KS2. We revise all key terminology, but students are now taught not only how to spot and define aspects of grammar (which is what they study at KS2 in preparation for SPaG tests) but also now how to apply this knowledge in their language analysis and in their own writing. Each grammar lesson leads into a Focused Writing lesson which specifically teaches students how to use their grammatical knowledge. The Let's Think in English lessons teach students how to approach unseen texts. Students develop their oral skills, working in groups to discuss challenging issues, justify assumptions and evaluate each other's ideas.</p>	
8	<ol style="list-style-type: none"> 1. Y7-8 transition 2. Creative Writing 3. Study of two novels 4. Study of unit of poetry 5. Study of Shakespeare play (The Tempest) 6. Rolling programme of Grammar, Contexts and Effects 	<p>The introductory unit is designed to revise key reading and writing skills that students began develop throughout Y7 and prepare them for learning after a six-week break.</p> <p>The study of complete prose texts, poetry and a complete Shakespeare play continues to prepare students for the study of texts at GCSE. The Y8 texts are more challenging than Y7. We study 'The Tempest' and more complex novel and poetry texts. This includes texts that are 20th century and earlier, in order to introduce students to the 19th and 20th century texts they will encounter at GCSE. The assessments are designed to remove some of the scaffolding provided in Y7 so that students are slowly moving towards approaching unseen texts without support, in preparation for GCSE exams. We also start to build in descriptive writing skills throughout this year as this aspect of writing makes up 25% of English Language GCSE.</p> <p>Students continue with a grammar lesson for one hour a week. These are designed to build on the knowledge and understanding students developed in Y7. Here, students are taught to analyse aspects of grammar in specific writing genres.</p>	<p>Key assessment each half term.</p> <p>Focus on the development of explanation and evaluation skills through teacher questioning and feedback.</p>
9	<ol style="list-style-type: none"> 1. Study of novel 2. Study of unit of poetry 3. Study of unit of short stories 	<p>We begin the year with studying a complete novel. These texts are more complex than those studied in Y8 and more challenging in terms of language and themes. These include texts that experiment</p>	<p>Key assessment each half term.</p>

	<p>4. Study of Shakespeare play (Macbeth)</p> <p>5. English Language skills</p>	<p>with verse, complex flashback structures and unreliable narrators. Again, we study 19th and 20th century texts to prepare students for the types of texts they will encounter at GCSE.</p> <p>The short story unit prepares students for the study of 'Telling Tales', and teaches students specifically how to analyse a text's structure.</p> <p>The poetry unit is designed to cover World Heritage texts, using poems from a previous GCSE specification (Poems from other cultures and traditions). This ensures we are covering texts from a variety of cultures and prepares students for the poems which appear on the current specification.</p> <p>We study 'Macbeth' in the summer term, which is the Shakespeare play students are examined on for Literature GCSE. We teach this thoroughly, using in-house booklets to ensure scene by scene comprehension. Students are encouraged to learn key quotations and apply these to the play's key themes. Students are taught to analyse the play as a tragedy and to apply relevant contextual understanding. We then return to the study of this play in Y11, where the focus is more on specific exam skills.</p> <p>The assessments are designed to further remove some of the scaffolding provided in Y8 and we start to mark using GCSE mark schemes, giving students very specific exam criteria feedback which, they work on in their DIRT work. We also start to build in specific language skills throughout this year. The Beauty Myth project prepares students for writing to present a viewpoint as this aspect of writing makes up 25% of English Language GCSE.</p>	<p>Focus on the development of explanation and evaluation skills through teacher questioning and feedback.</p>
10	<p>1. 'A Christmas Carol'</p> <p>2. Power and Conflict Poetry (English Literature AQA Anthology)</p>	<p>Students started the English Literature course in Summer Term of Y9 so they have already been introduced to the key skills required in how to study a Lit text for GCSE. We start Y10 with the C19 novel and merge this with teaching some of the 15 poems which they are required to study for Lit. We organise the teaching of the poems into</p>	<p>Assessed throughout the course through retrieval tasks at the start of lessons.</p>

	<ol style="list-style-type: none"> 3. Modern Text – either ‘An Inspector Calls’ or short stories (AQA Anthology) 4. Unseen poetry 5. English Language Paper 2 skills 6. Spoken Language NEA component 	<p>themes, and being with the theme of war. In the Spring Term, we begin the modern text and the text choice is decided according to ability groupings. We also weave in English Language Paper 2 skills during this term. We finish the year with further poetry study, both Power and Conflict and unseen poetry skills. We also ensure full coverage of English Language Paper 2 to prepare students for mock exams. This means students are focusing on both English Language and English Literature skills throughout the year.</p>	<p>Booklets are used to support and revise key Lit texts (with versions available to support both lower ability and core/more able students)</p> <p>Booklets are used to prepare students for English Language Paper 2 with a range of different texts/extracts.</p>
11	<ol style="list-style-type: none"> 1. Revision of ‘Macbeth’ 2. Revision of ‘Power and Conflict’ poetry 3. Revision of ‘A Christmas Carol’ 4. Revision of Unseen poetry 5. Practice of Language Paper 1 and Paper 2 skills 	<p>We start with revision of ‘Macbeth’. This play is studied in Y9 and students should be confident in their knowledge of plot, key themes and aspects of character development, as well as relevant wider contextual ideas. We revise all these key areas and practise exam technique. Lessons are focused on analysing key extracts and linking to wider play, as per exam criteria.</p> <p>We then revise ‘Power and Conflict’ poetry. This allows students to build on their notes from Y10, and plugs any gaps where students might have missed one or two poems. We revise the poems in pairs, focusing on the exam skills of comparison.</p> <p>We then revise the modern text. Again, this focuses on key aspects of language and structure and themes, using past exam questions. The December mock exam is Literature Paper 2 which covers the P&C poetry and the modern text.</p> <p>We also focus on Language Paper 1 skills one hour a week, to prepare them for sitting this paper in the December mocks. We have designed a unit that all students study, using a booklet of extracts with accompanying PowerPoints.</p> <p>After Christmas, we revise ‘A Christmas Carol’. We approach this in the same way that we revise ‘Macbeth’, with lessons focused on key extracts which students link to the wider text, in preparation for the exam structure. At half term students sit a practice Lit Paper 1 exam.</p>	<p>Students complete half termly timed assessments, covering the different texts/skills being taught in each half term. Exam Paper assessments during school assessment weeks: English Literature Paper 2 and English Language Paper 2 (full papers) in June of Y10, and all papers across two separate assessment periods in Y11 (December and February/March).</p>

	<p>We focus on Language Paper 2 skills one hour a week. Again, we have a unit all students study, with a booklet of extracts and accompanying PowerPoints.</p> <p>After Easter we focus on unseen poetry and revision of all Literature texts.</p>	
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A Level Subjects: English Language and English Literature

	What will students learn?	Rationale	How will students be assessed?
12 Lang	<ul style="list-style-type: none"> • Language methods (syntax, grammar, pragmatics, lexis and semantics, graphology, phonology, discourse) • Language meanings and representations (spoken, written and multimodal texts) • Language Varieties (sociolects and dialects) • Directed Writing (on attitudes to language – opinion article) • Introduction to NEAs (Investigation and Original Writing) 	<p>We begin with a knowledge audit to establish what students already know about grammar and language methods. Exam-based knowledge directed by AQA. We start with language methods in order to provide students with the tools required to analyse a wide range of data in advanced detail. We then build in the various skills required for examination as we teach and revise the different topics across the year, ensuring full coverage of all questions which will be encountered in the final exams.</p>	<p>Half termly timed assessments enable us to cover and prepare students for the different questions they will tackle in the final exams.</p> <ul style="list-style-type: none"> - Meanings and Representations text analysis - Topic-based Evaluate essays - Analysis of two language-based texts (comparison) - Editorial writing - Formal mock exam (Paper 1) <p>Clear feedback and DIRT built in to subsequent lessons to ensure students know how to improve their work.</p> <p>Regular folder checks to ensure students are organising their notes carefully.</p>
12 Lit	<ul style="list-style-type: none"> • Introduction to the study of Literature with a focus on tragedy genre • Reading and studying 'Othello' • Reading and studying 'Death of a Salesman' • Reading and studying a selection of Keats poetry 	<p>We begin with a knowledge audit to establish what students know already about Literature and literary terms. We introduce students to the Tragedy genre in order to help them access the texts for Paper 1. We then read the two plays and spend time analyzing and discussing the texts/methods/meanings, teaching students how to apply their knowledge to</p>	<p>Half termly timed assessments enable us to cover and prepare students for the different questions they will tackle in the final exams.</p> <ul style="list-style-type: none"> - 'Othello' extract-based questions - 'Othello' 'To what extent ...' questions - 'DOAS'/Keats 'To what extent ...' questions - Formal mock exam (Paper 1)

	<ul style="list-style-type: none"> • Introduction to NEAs: studying the Critical Anthology and a wide range of prose extracts/poems 	<p>exam-style questions over time. Once we have studied the plays, students begin the study of Keats and the introduction to the NEAs which involves learning six different critical theories. We believe that students are ready by this stage to begin making independent choices about their NEA texts (prose and poetry).</p>	<p>Clear feedback and DIRT built in to subsequent lessons to ensure students know how to improve their work.</p> <p>We provide booklets for the NEA preparation – prose extracts and poetry selected to enable students to make appropriate choices for their own NEAs.</p> <p>Regular folder checks to ensure students are organising their notes carefully.</p>
13 Lang	<ul style="list-style-type: none"> • Investigation • Original Writing and Commentary • Language Change (from 1600) • Ethnicity • International varieties of English/English as a Global Language • Child Language Acquisition – Learning to Talk; Learning to Write 	<p>Exam-based knowledge directed by AQA. We ensure NEAs are completed in draft by October half term and then completed by Christmas. This allows students to focus on the two exams and to ensure students have sufficient time to learn and revise the different topics. Year One topics are returned to after February half term in preparation for mock exams.</p>	<p>Half termly timed assessments enable us to cover and prepare students for the different questions they will tackle in the final exams.</p> <ul style="list-style-type: none"> - Topic-based Evaluate essays - CLA essays (spoken and written data) - Completion of NEAs (marked and standardised within the Dept) - Full Paper 1 and Paper 2 completed in timed conditions in mock exams <p>Clear feedback and DIRT built in to subsequent lessons to ensure students know how to improve their work.</p> <p>We provide booklets for revision of Year 1/2 topic work – key terminology, key theories, data sets and practice exam questions.</p> <p>Regular folder checks to ensure students are organising their notes carefully.</p>
13 Lit	<ul style="list-style-type: none"> • Completion of NEAs – prose and poetry • Reading and studying ‘Atonement’ • Reading and studying ‘Hamlet’ 	<p>Students begin Y13 with their NEAs underway (choices made and drafts started). These are completed in draft form by October half term and finished by Christmas. We introduce students to the crime genre and begin the</p>	<p>Half termly timed assessment enable us to cover and prepare students for the different questions they will tackle in the final exams.</p> <ul style="list-style-type: none"> - ‘To what extent ...’ questions (all texts)

	<ul style="list-style-type: none"> • Reading and studying 'The Rime of the Ancient Mariner' • Unseen Crime – preparing students for Section A using a range of unseen texts 	<p>study of 'Atonement' and 'Hamlet'. Once the study of these texts is complete, students study 'The Rime of the Ancient Mariner' and begin work on unseen crime extracts. Year One texts are returned to after February half term in preparation for mock exams.</p>	<ul style="list-style-type: none"> - 'Explore the significance of ...' (for the Crime texts) - Completion of NEAs (marked and standardised within the Dept) - Full Paper 1 and Paper 2 completed in timed conditions in mock exams <p>Clear feedback and DIRT built in to subsequent lessons to ensure students know how to improve their work.</p> <p>We provide booklets for revision with all the different elements of Tragedy/Crime listed. Students are encouraged to engage with these elements in relation to each of the set texts. There are also many practice exam questions in these booklets.</p> <p>Regular folder checks to ensure students are organising their notes carefully.</p>
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