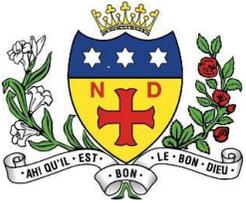


English Curriculum Plan

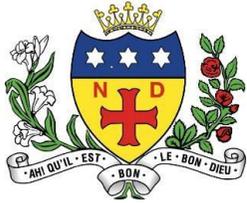
Intent:

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.

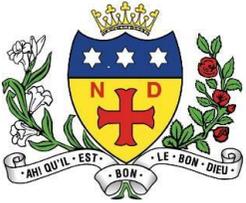
Year	What will students learn?	Rationale	How will students be assessed?	What links are made to the real world, to careers, and to developing the skills of our students so that they become better communicators?
7	<ol style="list-style-type: none"> 1. Y6 – Y7 transition 2. Study of novel 3. Study of unit of poetry 4. Non-fiction Unit 5. Study of Shakespeare play (A Midsummer Night's Dream) 6. Rolling programme of Grammar and Let's 	<p>In order to support students with the transition 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 use 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>Two key assessments each year.</p> <p>Focus on the assessment of three strands as part of the preparation for GCSE:</p> <ul style="list-style-type: none"> - Testing prior learning of grammar - Testing specific reading skills - Testing specific writing skills <p>Autumn Term</p> <p>STAR Reader Test</p> <p>Assessment One</p>	<p>Students learn how to write accurately and to understand grammatical aspects of English. They learn how to develop their writing in a number of ways, both descriptively and analytically. All of this prepares them for a very wide range of careers which require linguistic ability.</p> <p>Students learn how to analyse texts, both fiction and non-fiction. They learn about how writers craft texts in different ways to communicate different messages and meanings.</p>



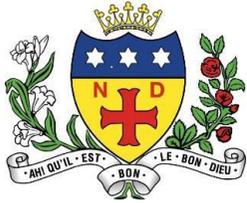
	<p>Think in English</p>	<p>In Y7 we teach students how to approach texts in an analytical way, focusing on aspects of language and structure as well as key themes and wider contextual relevance. We teach students how to use the PQA structure to help with essay writing.</p> <p>The rolling programme, which students follow for one hour a week, is made up of various components. The grammar lessons are designed 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.</p> <p>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>	<p>Spring Term</p> <p>STAR Reader Test</p> <p>Assessment Two</p>	<p>We introduce students to a range of texts, including those which they might not normally choose to read. We cover a range of writers and genres and we tailor our choices to promote diversity and meet the needs of each group.</p> <p>Students are invited to take part in monthly Creative Writing challenges. Students have the opportunity to enter writing competitions and many of our students go on to see their work in print.</p>
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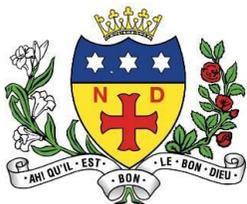
8	<ol style="list-style-type: none"> 1. Study of novel 2. Study of unit of poetry 3. Travel Writing 4. Study of novel 5. Rolling programme of Grammar, Contexts and Effects 	<p>The study of complete prose texts, poetry and non-fiction Travel Writing unit continues to prepare students for the study of texts at GCSE.</p> <p>We study more challenging novel and poetry texts in Y8. This includes texts that were written in the 19th and 20th century to prepare students for the type of texts they will encounter at GCSE.</p> <p>We also build in descriptive writing skills throughout this year as this aspect of writing makes up 25% of English Language GCSE. Students continue with a grammar lesson for one hour a week. These are designed to build on the knowledge and understanding students developed in Primary school and in Y7.</p>	<p>Two key assessments each year.</p> <p>Focus on the assessment of three strands as part of the preparation for GCSE:</p> <ul style="list-style-type: none"> - Testing prior learning of grammar - Testing specific reading skills - Testing specific writing skills <p>Autumn Term</p> <p>STAR Reader Test</p> <p>Assessment One</p> <p>Spring Term</p> <p>STAR Reader Test</p> <p>Assessment Two</p>	<p>Students build on their learning in Y7, developing further their ability to write accurately and to understand grammatical aspects of English. They learn how to develop their writing in a number of ways, both descriptively and analytically.</p> <p>All of this prepares them for a very wide range of careers which require linguistic ability. In particular, the non-fiction unit in Y8 focuses on Travel Writing which broadens horizons in terms of both career and life choices.</p> <p>Students learn how to analyse texts, both fiction and non-fiction. They learn about how writers craft texts in different ways to communicate different messages and meanings.</p> <p>We introduce students to a range of texts, including those which they might not normally choose to read. We cover a range of writers and genres and we tailor our choices to promote diversity and meet the needs of each group.</p>
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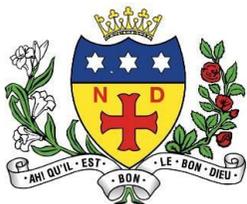
		Here, students are taught to analyse aspects of grammar in specific writing genres.		Students are invited to take part in monthly Creative Writing challenges. Students have the opportunity to enter writing competitions and many of our students go on to see their work in print.
9	<ol style="list-style-type: none"> 1. Study of novel 2. Study of unit of poetry 3. Study of unit of short stories 4. Study of Shakespeare play (Macbeth) 5. English Language skills Spoken Language skills 	<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 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 modern texts, 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>Key assessment each half term.</p> <p>Focus on the development of explanation and evaluation skills through teacher questioning and feedback.</p> <p>Autumn Term Novel assessment – Literature Paper 1 style assessment.</p> <p>Spring Term Descriptive Writing (based on an image). Language Paper 1 style assessment.</p> <p>Spoken Language – presenting a viewpoint</p>	<p>Students continue to learn how to write accurately and to understand grammatical aspects of English. They learn how to develop their writing in a number of ways, both descriptively and analytically and are encouraged to develop a more sophisticated and mature writing style, with a specific focus on Tier 2/3 vocabulary. All of this prepares them for a very wide range of careers which require linguistic ability.</p> <p>Students learn how to analyse texts, both fiction and non-fiction. They learn about how writers craft texts in different ways to communicate different messages and meanings.</p> <p>We introduce students to a range of texts, including those which they</p>



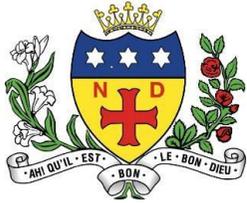
		<p>We study 'Macbeth' in the summer term, which is the Shakespeare play students are examined on for Literature GCSE. We teach this thoroughly, using in-house booklets to ensure scene by scene comprehension. Students are encouraged to learn key quotations and apply these to the play's key themes. Students 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 prepare students for GCSE tasks 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 spoken language work prepares students for writing to present a viewpoint which makes up 25% of English Language GCSE.</p>	<p>Summer Term Shakespeare assessment. (<i>Macbeth</i>) Literature Paper 1 style assessment.</p>	<p>might not normally choose to read. We cover a range of writers and genres and have an increased focus on promoting diversity which prepares students for the texts studied at GCSE.</p> <p>We begin to embed key exam skills throughout Y9 which prepare students not just for GCSE, but for post-16 and beyond.</p>
10	<ol style="list-style-type: none"> 1. 'A Christmas Carol' 2. Power and Conflict Poetry 	<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</p>	<p>Assessed throughout the course through retrieval tasks at the start of lessons.</p>	<p>We further consolidate the skills of reading, writing, speaking and listening. Students continue to learn how to write accurately and to write descriptively, to present a viewpoint</p>



	<p>(English Literature AQA Anthology)</p> <p>3. Modern Text – either ‘An Inspector Calls’ or short stories (AQA Anthology)</p> <p>4. English Language Paper 1 and 2 skills</p> <p>5. Spoken Language NEA component</p>	<p>teaching some of the 15 poems which they are required to study for Lit. We organise the teaching of the poems into 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> <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>and to write analytically. They are encouraged to develop a more sophisticated and mature writing style, with a specific focus on Tier 2/3 vocabulary. All of this prepares them for a very wide range of careers which require linguistic ability.</p> <p>Students learn how to analyse texts, both fiction and non-fiction. They learn about how writers craft texts in different ways to communicate different messages and meanings and they develop their own writing skills so that they can also respond to a range of different writing tasks. They learn to articulate opinions and how to both craft and analyse bias.</p>
11	<p>1. Spoken Language endorsement</p> <p>2. Revision of ‘Macbeth’</p> <p>3. Revision of ‘Power and</p>	<p>We complete the Spoken Language presentations. 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>Y10 Assessments: Autumn Term <i>A Christmas Carol</i> – Literature Paper 1 Section B assessment.</p>	<p>Students study a range of texts, including those which they might not normally choose to read. We cover a range of writers and genres and focus on promoting diversity where possible, within the constraints of the GCSE specifications.</p>

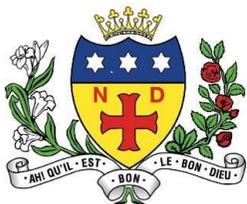


	<p>Conflict' poetry</p> <p>4. Revision of 'A Christmas Carol'</p> <p>5. Revision of Unseen poetry</p> <p>6. Practice of Language Paper 1 and Paper 2 skills</p>	<p>We use skills gained here to prepare students for unseen poetry.</p> <p>Alongside this, we revise the modern text. This focuses on key aspects of language, 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 '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.</p> <p>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. We also revise 'A Christmas Carol' and approach this in the</p>	<p>Spring Term Y10 Assessment Week:</p> <ul style="list-style-type: none"> - Eng Literature Paper 2 Section B (Power and Conflict) - Eng Language Paper 1 Section A (Reading) <p>Summer Term Modern Text (Eng Literature) Spoken Language Preparation</p> <p>Y11 Assessments: Autumn Term Spoken Language presentations – GCSE English Language endorsement.</p> <p>Assessment Week 1: Language Paper 1 Literature Paper 2</p> <p>Spring Term Assessment Week 2: Language Paper 2 Literature Paper 1</p>	<p>The Spoken Language endorsement is a key skill for successful oral communication once students leave school.</p> <p>The range of texts explored as part of English Language Paper 2 introduce students to a wide range of hobbies and current affairs which provides the opportunity for students to express their viewpoints and develop wider career interests.</p> <p>We also focus on preparing students for the rigour of A Level and discuss the range of A Level subjects in lessons to help students make future decisions.</p>
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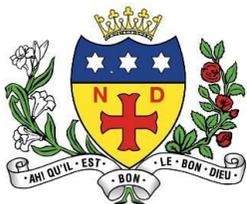
		<p>same way that we revise 'Macbeth', with lessons focused on key extracts which students link to the wider text, in preparation for the exam structure.</p> <p>Students sit a practice Lit Paper 1 exam.</p> <p>We focus on Language Paper 2 skills one hour a week. Again, we have a unit all students study, with a booklet of extracts and accompanying PowerPoints.</p> <p>After Easter we focus on revision of all Literature texts and Language units.</p>	<p>Summer Term</p> <p>External examinations: Language Paper One Language Paper Two Literature Paper One Literature Paper Two</p>	
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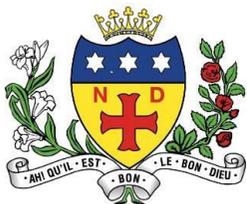
A Level Subjects: English Language and English Literature

Intent:

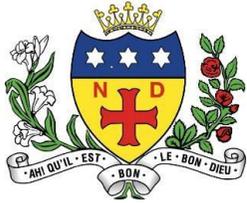
	What will students learn?	Rationale	How will students be assessed?	What links are made to the real world, to careers, and to developing the skills of our students so that they become better communicators?
12 Lang	<ul style="list-style-type: none"> Language methods (syntax, grammar, pragmatics, lexis and semantics, graphology, phonology, discourse) Language meanings and representations (spoken, written and multimodal texts) Language Varieties (sociolects and dialects) 	<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 assessment (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> <p>Autumn Term Paper One practice of short texts Paper Two Section A</p>	<p>Students are introduced to a wide range of texts and topics to analyse. Through their knowledge of the language levels, students become adept at reading, interpreting and producing texts for a wide range of different audiences. This can help students to prepare for a wide range of careers including journalism and publishing.</p> <p>Students are introduced to a range of issues, concepts and theories to help them with analysis of texts.</p> <p>We introduce students to writing competitions and to wider reading through our subscription to e-magazine. Students are continuously encouraged to discuss</p>



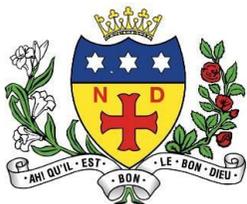
	<ul style="list-style-type: none"> Directed Writing (on attitudes to language – opinion article) Introduction to NEAs (Investigation and Original Writing) 		<p>Spring Term Assessment Week 1: Paper Two Section A.</p> <p>Summer One Assessment Week 2: Paper One Section A.</p> <p>NEA preparation and draft deadlines.</p>	<p>and debate, as well as giving formal presentations which prepare them for university and the world of work.</p> <p>Connections are made to a wide range of other disciplines including Philosophy and Ethics, History, Psychology, Sociology and there are opportunities to discuss future careers.</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 Introduction to NEAs: studying the Critical 	<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 analysing and discussing the texts/methods/meanings, teaching students how to apply their knowledge to 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</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 assessment (Paper 1) <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. Regular folder checks to ensure students are organising their notes carefully.</p>	<p>Students are introduced to texts connected through genre and develop analytical skills of drama, poetry and prose. Students learn to understand and challenge the canon through their introduction to a range of literary theories.</p> <p>They develop a love of literature and theatre through textual study and theatre visits where possible.</p> <p>We introduce students to writing competitions and to wider reading through our subscription to e-magazine. Students are continuously encouraged to discuss and debate, as well as giving formal</p>



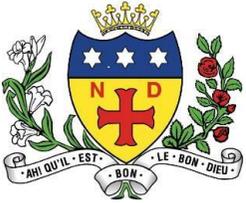
	<p>Anthology and a wide range of prose extracts/poems</p>	<p>students are ready by this stage to begin making independent choices about their NEA texts (prose and poetry).</p>	<p>Autumn Term Essay on Iago's first soliloquy (<i>Othello</i>) Paper One Section A. (<i>Othello</i>) Paper One Section B. (<i>Othello</i>) Essay on <i>Death of a Salesman</i></p> <p>Spring Term Assessment Week 1: Paper One Sections A and B Paper One Section C. (<i>Death of a Salesman</i> and Keats poetry)</p> <p>Summer Term Assessment Week 2: Full Paper One</p> <p>NEA proposals and drafts.</p>	<p>presentations which prepare them for university and the world of work.</p> <p>Connections are made to a wide range of other disciplines including Philosophy and Ethics, History, Psychology, Sociology and there are opportunities to discuss future careers.</p>
13 Lang	<ul style="list-style-type: none"> Investigation Original Writing and Commentary Language Change (from 1600) Ethnicity 	<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</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) 	<p>Students continue to study a wide range of texts and topics to analyse. Through their knowledge of the language levels, students become adept at reading, interpreting and producing texts for a wide range of different audiences. This can help students</p>



	<ul style="list-style-type: none"> • International varieties of English/English as a Global Language • Child Language Acquisition – Learning to Talk; Learning to Write 	<p>revise the different topics. Year One topics are returned to after February half term in preparation for assessment weeks.</p>	<ul style="list-style-type: none"> - Full Paper 1 and Paper 2 completed in timed conditions in assessment weeks. <p>Clear feedback and DIRT built in to subsequent lessons to ensure students know how to improve their work. We provide booklets for revision of Year 1/2 topic work – key terminology, key theories, data sets and practice exam questions. Regular folder checks to ensure students are organising their notes carefully.</p> <p>Autumn Term NEA draft deadline - October.</p> <p>Assessment Week 1: Paper Two Section A and Paper One Section B Final NEA deadline – December.</p> <p>Spring Term Language Paper Two Section B Assessment Week 2: Full Paper 1</p> <p>Full Paper Two across three lessons.</p> <p>Summer Term External examinations: Paper One Paper Two</p>	<p>to prepare for a wide range of careers including journalism and publishing.</p> <p>Students focus on a range of issues, concepts and theories to help them with analysis of texts.</p> <p>We introduce students to writing competitions and to wider reading through our subscription to e-magazine. Students are continuously encouraged to discuss and debate, as well as giving formal presentations which prepare them for university and the world of work.</p> <p>Connections are made to a wide range of other disciplines including Philosophy and Ethics, History, Psychology, Sociology and there are opportunities to discuss future careers.</p>
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<p>13 Lit</p>	<ul style="list-style-type: none"> • Completion of NEAs – prose and poetry • Reading and studying ‘Atonement’ • Reading and studying ‘Hamlet’ • Reading and studying ‘The Rime of the Ancient Mariner’ • Unseen Crime – preparing students for Section A using a range of unseen texts 	<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 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 assessment weeks.</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) - ‘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. Regular folder checks to ensure students are organising their notes carefully.</p> <p>Autumn Term NEA draft deadline - October.</p>	<p>Students are introduced to texts connected through genre and develop analytical skills of drama, poetry and prose. Students learn to understand and challenge the canon through their introduction to a range of literary theories.</p> <p>They develop a love of literature and theatre through textual study and theatre visits.</p> <p>We introduce students to writing competitions and to wider reading through our subscription to e-magazine. Students are continuously encouraged to discuss and debate, as well as giving formal presentations which prepare them for university and the world of work.</p> <p>Connections are made to a wide range of other disciplines including Philosophy and Ethics, History,</p>
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			<p>Assessment Week 1: Paper Two Section B Final NEA deadline - December.</p> <p>Spring Term Unseen Crime practice</p> <p>Assessment Week 2: Paper Two Section A and B</p> <p>Full Paper One across three lessons.</p> <p>Summer Term External examinations: Paper One, Paper Two</p>	<p>Psychology, Sociology and there are opportunities to discuss future careers.</p>
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