Welcome to the English Department

Curriculum Information 2019-2020

The Team:

Ms Chortok  
Head of Department

Mrs Pope  
Second in Department and Literacy Co-ordinator

Mrs Potter  
English teacher

Mrs Hutton-Potts  
English teacher

Miss Rowley  
English teacher

Mrs Dodd  
HLTA, SEND link

Mrs Ewing  
School librarian

Introduction to the Department:

Our English department prides itself on being forward thinking and innovative. We like to think that we are friendly and accommodating, so if students have questions, they should always feel free to ask any of us. The department takes pride in providing extra-curricular learning opportunities such as Poetry by Heart, and more recently the BBC School Report project and creative writing workshops. Visiting writers and theatre companies have also been a regular part of the department’s enrichment activities.

We are what is known as an ‘AR-School’, having invested in the Accelerated Reader Program for the last 6 years. Our librarian, Mrs Ewing, reviews how much learning is going on, and together with Mrs Dodd’s careful monitoring, we are able to see how much, and what our pupils are reading, as well as being able to track the impact it has had.

We aim to help all pupils build their confidence in speaking and listening, reading and writing, whilst developing their independent and creative thinking skills. Throughout both Key Stages, pupils study a wide variety of novels, plays, poetry and non-fiction texts. Learning will be a continuous process, building on knowledge gained during Key Stage 2.

Key Stage 3 Information:

During key stage 3 pupils will work with a variety of texts and will develop skills in writing for different purposes and critical responses to poems, stories and play scripts. Each half term pupils will complete one formal assessment with a focus on reading, writing or speaking and listening; during the course of each year there will also be regular spelling and grammar assessments.
Year 7 outline of schemes of work/medium terms plans:

<table>
<thead>
<tr>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Journey to Mars</strong>: variety of non-fiction texts and writing</td>
<td><strong>Class reader: Holes / Mortal Engines / Boy in Striped Pyjamas / Millions</strong></td>
<td><strong>End of Year Exam Preparation:</strong></td>
</tr>
<tr>
<td>- Individual speeches: Meet Me</td>
<td>- Read</td>
<td>- Language and structure analysis</td>
</tr>
<tr>
<td>- Travel Writing</td>
<td>- Understand</td>
<td>- Exploration of view point</td>
</tr>
<tr>
<td>- Persuasive writing</td>
<td>- Interpret</td>
<td>- Non-fictional writing</td>
</tr>
<tr>
<td></td>
<td>- Analyse</td>
<td>- Creative writing</td>
</tr>
</tbody>
</table>

Y8 outline of scheme of work: medium terms plans:

<table>
<thead>
<tr>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Media Project</strong></td>
<td><strong>Class reader: Of Mice and Men</strong></td>
<td><strong>End of Year Exam Preparation:</strong></td>
</tr>
<tr>
<td>- Review of a film</td>
<td>- Read</td>
<td>- Language and structure analysis</td>
</tr>
<tr>
<td>- Editorial/opinion piece</td>
<td>- Understand</td>
<td>- Exploration of view point</td>
</tr>
<tr>
<td>- Letter to the editor</td>
<td>- Interpret</td>
<td>- Non-fictional writing</td>
</tr>
<tr>
<td>- Newspaper article</td>
<td>- Analyse and explore</td>
<td>- Creative writing</td>
</tr>
<tr>
<td>- Satirical article (The Onion)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Don’t get me started on…</td>
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</tbody>
</table>

Y9 outline of scheme of work: medium terms plans:

<table>
<thead>
<tr>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Why is Shakespeare still relevant today? Macbeth / Romeo and Juliet / Tempest</strong></td>
<td><strong>English Language exam preparation</strong></td>
<td><strong>GCSE Transition An Inspector Calls / Blood Brothers</strong></td>
</tr>
<tr>
<td>- Play study</td>
<td>- Language and structure analysis</td>
<td>- Character study, exploration of themes, language, structure and techniques</td>
</tr>
<tr>
<td>- Character / theme exploration</td>
<td>- Exploration of view point</td>
<td></td>
</tr>
<tr>
<td>- Monologue writing</td>
<td>- Non-fictional writing</td>
<td>- Essay writing</td>
</tr>
</tbody>
</table>

**Key Stage 4 Information:**

Key stage 4 begins at the end of year 9 and all pupils are entered for both English Language and English Literature at the end of Year 11.

- At the end of Year 9 pupils begin a unit of work on 20\textsuperscript{th} Century drama, studying *An Inspector Calls* or *Blood Brothers*. Building on the skills developed in KS3, pupils will analyse and evaluate characters, themes and settings and explore social and historical context.
- In year 10, the pupils will study pre-19\textsuperscript{th} Century Prose (*A Christmas Carol* by C. Dickens) and poetry from the Conflict and Power Cluster. During the summer term, the pupils will deliver speeches/presentations for their Speaking and Listening assessment.
- Year 11 is used for pupils to study *Romeo and Juliet* and to prepare for both English Language and English Literature final GCSEs.

**Examination Board used:**

We follow the AQA exam board.

**Qualification to be obtained:** GCSE English Language and GCSE English Literature.
### Curriculum Intent

#### Year 7 Autumn

**Exploring a range of fiction and non-fiction texts**

- Inspire passion for subject and foster curiosity for the world around us.
- To build cultural capital.

**MARS SoW**: variety of fiction and non-fiction texts selected by teachers. To cover a variety of genre e.g. science fiction, dystopian fiction, current affairs, technological advancement impacting on our literary world. Reading matter could include, but is not limited to: Frankenstein; War of the Worlds; The Hunger Games; Flawless; Z for Zachariah; Never Let Me Go; Noughts and Crosses; Of Eve; use EEW as a resource in LRC.

**Speaking and Listening**: Individual speeches OR group role play. Opportunity to discuss, debate, enact and present in order to nurture confident speakers. Can give a short, clear, well-structured speech to a familiar audience.

**Skills**

- **AO1**: Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.
- **AO2**: Explain, comment and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.
- **AO3**: Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts.
- **AO4**: Evaluate texts critically and support with appropriate textual references.
- **AO5**: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences; organises information and ideas, using structural and grammatical features to support coherence and cohesion of texts.
- **AO6**: Use a range of vocabulary and sentence structures for clarity, purpose and effect with accurate spelling and punctuation.

#### By Year 7 Spring

**Novel Study**

To develop reading and comprehension skills.

To teach pupils to appreciate the written word.

**Class reading (teacher choice based on class profile)**

- (preparation for GCSE reading skills P1 and GCSE Lit skills)

**Speaking and Listening**: Individual and group responses to book / themes / character. Understands the main features of spoken Standard English and when to use it, and is able to adjust language choices in situations that are clearly formal.

**Skills**

- **LitAO1**: Read, understand and respond to texts: maintain a critical style and develop an informed personal response; use textual references, including quotations, to support and illustrate interpretations.
- **LitAO2**: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
- **LitAO3**: Show understanding of the relationships between texts and the contexts in which they were written.
- **AO5**: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences; organises information and ideas, using structural and grammatical features to support coherence and cohesion of texts.
- **AO6**: Use a range of vocabulary and sentence structures for clarity, purpose and effect with accurate spelling and punctuation.
### Year 7 Summer

**Exploring Myths and Legends through short stories and poetry**

- To develop analytical and evaluative skills.
- To nurture confident speakers.
- To embed SPaG skills.

**Skills**

**Speaking and Listening:** Performance poetry. Select and learn a poem, develop memory skills, inference and understanding

- **AO1:** Read, understand and respond to texts: maintain a critical style and develop an informed personal response; use textual references, including quotations, to support and illustrate interpretations.
- **AO2:** Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
- **AO3:** Show understanding of the relationships between texts and the contexts in which they were written.
- **AO4:** Evaluate texts critically and support with appropriate textual references.
- **AO5:** Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences; organises information and ideas, using structural and grammatical features to support coherence and cohesion of texts.
- **AO6:** Use a range of vocabulary and sentence structures for clarity, purpose and effect with accurate spelling and punctuation.

### Y8 Term and Topic

<table>
<thead>
<tr>
<th>Curriculum Intent</th>
<th>Reading</th>
<th>Writing</th>
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</table>
| **Year 8 Autumn** | **Transactional writing:** variety of non-fiction texts introduced to base writing activities around. | **Media Project:** select two for assessment purposes, from:  
  - Review of a film  
  - Editorial/opinion piece  
  - Letter to the editor  
  - Newspaper article  
  - Satirical article (The Onion)  
  - Don’t get me started on…  
  - Remembrance Day poem |
| **Building cultural capital** | **Skills of working within a group**  
  - **AO1:** Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.  
  - **AO2:** Of Mice and Men: historical context  
  - ‘How far do you agree…’ question (e.g. ‘How far do you agree that Curley’s wife is to blame for Lennie’s death?’)  
  - Setting atmosphere  
  - Diaries  
  - Monologue  
  - **AO3:** Is Curley’s wife a victim or does she victimise others? Makes a sustained contribution to a debate or discussion, acknowledging and adding to the things that others have said |
| **Year 8 Spring** | **AO4:** Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences; organises information and ideas, using structural and grammatical features to support coherence and cohesion of texts.  
  - **AO5:** Use a range of vocabulary and sentence structures for clarity, purpose and effect with accurate spelling and punctuation. |
| **What is culture?** | **LitAO1:** Read, understand and respond to texts: maintain a critical style and develop an informed personal response; use textual references, including quotations, to support and |  
  - **AO6:** Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences; organises |
| **Inspire passion for the subject** | **Build appreciation of other cultures and social issues**  
  - **Skills**  
  - **Sustain engagement and knowledge**  
  - **AO2:** Of Mice and Men: historical context  
  - ‘How far do you agree…’ question (e.g. ‘How far do you agree that Curley’s wife is to blame for Lennie’s death?’)  
  - Setting atmosphere  
  - Diaries  
  - Monologue  
  - **AO3:** Is Curley’s wife a victim or does she victimise others? Makes a sustained contribution to a debate or discussion, acknowledging and adding to the things that others have said |
Year 8 Summer
19th Century fiction and non-fiction study

Skills
- AO1: Read, understand and respond to texts: maintain a critical style and develop an informed personal response; use textual references, including quotations, to support and illustrate interpretations.
- AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
- AO3: Show understanding of the relationships between texts and the contexts in which they were written.
- AO4: Evaluate texts critically and support with appropriate textual references.
- AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences; organises information and ideas, using structural and grammatical features to support coherence and cohesion of texts.
- AO6: Use a range of vocabulary and sentence structures for clarity, purpose and effect with accurate spelling and punctuation.

- Use variety of resources (AQA teaching packs / Ignite / Other)
  - Hill: Woman in Black
  - Poe: The Black Cat/Murders in the Rue Morgue/Tell-tale Heart
  - Wells: The Red Room
  - Dickens: The Signalman
  - Dahl: Lamb to the Slaughter
  - Jacobs: The Monkey’s Paw
  - Shelley: Frankenstein
  - 19th Century Fiction and Non-fiction Book (Oxford University Press)

Speaking and Listening:
- Speeches for different audiences and purposes
- Option for debate

Improve reading levels and comprehension
Appreciate written word
To nurture confident speakers

Y9 Term and Topic | Curriculum Intent | Reading | Writing |
--- | --- | --- | --- |
Year 9 Autumn Relationships and Conflict in Shakespeare & poetry | To nurture rounded and knowledgeable pupils | Shakespeare’s plays
Shakespeare’s sonnets
Love and Relationships poems
Power and conflict poems | Creative response to an image taken from a film version of the play |

Skills
- LitAO1: Read, understand and respond to texts: maintain a critical style and develop an informed personal response; use textual references, including quotations, to support and illustrate interpretations.
- LitAO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
- LitAO3: Show understanding of the relationships between texts and the contexts in which they were written.
- LitAO4: Evaluate texts critically and support with appropriate textual references.
- AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences; organises information and ideas, using structural and grammatical features to support coherence and cohesion of texts.
- AO6: Use a range of vocabulary and sentence structures for clarity, purpose and effect with accurate spelling and punctuation.
### Year 9 Spring
**Rhetoric, allegory and journeys**

#### Skills
- Improve reading levels and comprehension
- Appreciate written word
- To nurture confident speakers

#### Speaking and Listening
- Role-play a scene
  Performs plays, adapting delivery to enhance meaning

#### Year 9 Spring

- Improve reading levels and comprehension
- Appreciate written word

#### Year 9 Autumn

- 1984
- Animal Farm
- Lord of the Flies
- Winston Churchill
- Barack Obama
- Extracts from any of the above and use new AQA text books to support
- Travel writing extracts (journeys)

#### Year 9 Spring

- Writing to argue/persuade, with a strong focus on grammatical structures underlying it
- Descriptive and narrative writing as prompted by visual aids.

#### Year 9 Summer
**Term 5**
**Poetry from other cultures**

#### Skills
- AO1: Read, understand and respond to texts: maintain a critical style and develop an informed personal response; use textual references, including quotations, to support and illustrate interpretations.
- AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
- AO3: Show understanding of the relationships between texts and the contexts in which they were written.
- AO4: Evaluate texts critically and support with appropriate textual references.
- AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences; organises information and ideas, using structural and grammatical features to support coherence and cohesion of texts.
- AO6: Use a range of vocabulary and sentence structures for clarity, purpose and effect with accurate spelling and punctuation.

#### Year 9 Summer
**Term 6**
**GCSE Transition**

#### Skills
- AO1: Read, understand and respond to texts: maintain a critical style and develop an informed personal response; use textual references, including quotations, to support and illustrate interpretations.
- AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
- AO3: Show understanding of the relationships between texts and the contexts in which they were written.
- AO4: Evaluate texts critically and support with appropriate textual references.

#### End of KS3 Exam
**Poetry from other cultures**

- **Transition** – (Lit Paper 1 Modern Prose/Drama: An Inspector Calls/Animal Farm)

#### End of KS3 Exam
**PFOC** - Write your own poem or soliloquy

#### KS4 Transition – linked to Modern Prose/Drama study
- AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences; organises information and ideas, using structural and grammatical features to support coherence and cohesion of texts.
- AO6: Use a range of vocabulary and sentence structures for clarity, purpose and effect with accurate spelling and punctuation.
<table>
<thead>
<tr>
<th>Speaking and Listening</th>
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<tbody>
<tr>
<td>- Debate: who is most to blame for the death of Eva Smith/downturn of Animal Farm?</td>
</tr>
<tr>
<td>- Moves easily between degrees of formality to respond appropriately in different situations</td>
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<tr>
<td>- Adapts delivery to suit context, showing good control of language choices, e.g. vocabulary, tone, degree of formality</td>
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</tbody>
</table>