



ENGLISH

Why is the study of English important?

Because English is essentially concerned with communication, whether through written or spoken form, it is a subject fundamental to personal intellectual growth and enables us to make sense of the world around us. The ability to use spoken and written language allows us to participate effectively in society and in the work force. English is the major language of national and international communication and therefore all students need to develop the ability and confidence to speak and write competently. From Year 7 students will be building on the skills, knowledge and understanding developed in their primary schools and in reading they will tackle a wide range of fiction and non-fiction, poems and plays that include works by 19th, 20th and 21st century writers. For example, students will read and study plays by Shakespeare, exploring themes and characters and how the issues in his plays are pertinent to modern society. More modern texts, such as 'Private Peaceful' allow students to consider themes such as family, friendship and loss of innocence and they invite discussion and reflection on key moral issues. There will be opportunities to explore the craft of the writer and how language is used for effect and influences the reader. Additionally, articulating a personal evaluation of a text that is supported by careful selection of evidence, and considering alternative viewpoints allows students to develop more objective insights to character and situation.

We believe that the curriculum time given to English in our schools allows the development of high standards of language and literacy so that students communicate their ideas, views and emotions with increasing fluency and confidence, whether in writing or speech.

Spoken language underpins the development of students' reading and writing in the early years of secondary school and opportunities are created for discussion and debate, collaborative and individual presentations and speeches, performing play scripts and reading poetry and stories aloud. We promote reading as a way of acquiring knowledge and as a way of exploring the world in ways that develop students culturally, emotionally, socially and intellectually. In particular, we encourage the habit and enjoyment of reading, whether that be to explore situations vicariously through literature – as 6-year-old Scout in 'To Kill a Mockingbird' is told by her father, Atticus Finch: "You never really understand a person until you consider things from his point of view...until you climb into his skin and walk around in it." – to appreciate and learn about our literary heritage or to gain information from a variety of sources.

Confidence, control and skills in writing are developed through frequent opportunities to write imaginatively and through transactional writing where purpose, audience and format are significant considerations alongside content. Across all writing activities opportunities will be created to enhance and extend students' vocabulary as well as their written accuracy and develop their ability to construct and manipulate sentences for effect. Students will be able to build on the knowledge and skills gained in key stage 2 so that, for example, their understanding of grammar, and ability to employ subject-specific terminology confidently is further developed.

The English curriculum in our schools is rigorous, with appropriate challenge and consolidation to allow students of all abilities to flourish, whilst offering opportunities for increased breadth and depth for more-able students and support and intervention for students who are less fluent. The skills, knowledge and understanding developed through the early years in our schools provide a solid preparation for success in KS4 examination courses (Eduqas) and post-16 A-level courses.

What skills will the study of English teach you?

English will develop skills in written and oral communication and will develop increasingly sophisticated skills as a reader

- To speak confidently and accurately in a range of contexts

- To participate confidently in discussions, presentations, role-play and collaborative group work
- To develop the skills of exploratory, collaborative and tentative talk as a means of developing and shaping understanding
- To write accurately for a range of audiences and purposes – using grammar, vocabulary, spelling and punctuation accurately
- To use language as a means to persuade, clarify, explain, narrate, express emotion
- To develop the skills of planning, drafting and editing in writing
- To acquire and use confidently a wider vocabulary
- To read for enjoyment and information
- To develop cultural awareness and knowledge of literary heritage
- To develop interpretive skills and critical thinking

What will you know and understand from your study of English?

- Know and experience a variety of poetry, prose and drama from the literary canon and wider sources
- Know and understand the conventions involved in reading and writing different texts
- Understand how to manipulate language for effect, for example, to persuade
- Develop an appreciation of how writers are influenced by the world that surrounds them - context

How does your study of English support your study in other subjects?

English as a subject is essentially concerned with communication, whether in written or spoken form, and developing those communication skills supports all other curricular subjects. For example, the ability to participate in and lead discussions involves listening to others, considering alternative viewpoints and perspectives and using judgement to weigh up arguments. It frequently demands negotiation and team working when presenting ideas and information and the ability to articulate concisely ideas and opinions, show an understanding of texts, base conclusions on research or evidence and so on. Because speaking and listening activities in English are often built around collaborative work, having respect for others' views and contributions develops self-discipline and empathy for others. These are transferable skills that impact on all other subjects. Most subjects involve written work and because work in English is often about honing and improving the quality and accuracy of written work, the skills and knowledge about aspects of language such as spelling and grammar and technical accuracy, have a positive impact on the quality of written work in other curriculum subjects. All students study English Literature and the deep study of texts helps develop skills of analysis, perhaps of themes, language, characters, social change or historical events. At its best, Literature illuminates the human condition and offers the reader opportunities to explore and reflect on situations others have faced. In 'The Crucible' by Arthur Miller, the main character chooses to sacrifice his own life rather than betray his friends and neighbours, so in exploring this character's motivations, students have to explore questions of integrity, compassion, loyalty and responsibility. As a result, English Literature can be seen as a powerful agent for social, moral, cultural and spiritual development.

How can students deepen their understanding of English?

As a subject, English involves a lot of writing, including extended creative and transactional responses and the quality and accuracy of students' writing is only developed by 'doing writing'.

Much of the written work will be underpinned by reading, so that students are exposed to a variety of fiction and non-fiction reading that provide models for the students' own writing. Some would say that before you can write well, you must read a lot and so reading will underpin most written work in English, whether that is studying literature or non-fiction writing such as extracts from autobiographies or biographies, diaries, reports, articles and multi-modal texts of various kinds from newspapers and magazines, and the internet.

Students will be given lots of opportunities to write, simply because asking them to spend more time articulating their thoughts and ideas and organising them improves their understanding of what they want to say and how to say it in increasingly effective ways.

How are you assessed in English?

In English, students are assessed using the following assessment objectives which form the basis of assessment at GCSE. They cover the skills assessed in Reading (AO 1-4), Writing (AO5-6) and Speaking and Listening (AO7-9). There are half termly assessment points each year that we term Praising Stars©. In younger years we use our subject mapping of our curriculum's age related expectation to assess how students are currently performing against their age related expectations at this point in their study. At GCSE we make informed predictions informed by our holistic assessment of their progress against the key assessment objectives and their aspirational GCSE targets. These are also the basis for any appropriate support and intervention.

Key Assessment Objectives

AO1

- Identify and interpret explicit and implicit information and ideas
- Select and synthesise evidence from different texts

AO2

- Explain, comment on 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 this with appropriate textual references

AO5

- Communicate clearly, effectively, and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences
- Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts

AO6

- Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.)

AO7

- Demonstrate presentation skills in a formal setting

AO8

- Listen and respond appropriately to spoken language, including to questions and feedback to presentations

AO9

- Use spoken Standard English effectively in speeches and presentations.

How can the study of English support students beyond school?

English provides a strong foundation for any job or profession that involves communication, writing and/or literary knowledge. These include advertising and marketing, writing and journalism, law, teaching, performing arts, government, linguistics, foreign languages, media and design. Careers in the sciences, engineering, technology and maths also need English and in fact any profession that requires analytical thinking, strong verbal and written communication, imagination or creativity can draw on the key skills acquired whilst studying English.

Careers that the study of English supports include:

- Journalism
- Teaching
- Publishing: copy editor / proof-reader
- Editorial Assistant
- Law: solicitor / barrister/ paralegal
- Librarian / Archivist
- Screenwriter
- Marketing & advertising
- Social media
- Web content manager
- Public Relations
- Human Resources
- Events management
- Research

CURRICULUM PROGRESSION PATHWAY FOR ENGLISH AT OUTWOOD ACADEMY CARLTON

	YEAR 7	YEAR 8	YEAR 9	YEAR 10 <i>(The OGATY10 Teaching Plan for Language runs throughout the year)</i>	YEAR 11 <i>(The OGATY11 Teaching Exam Plan runs throughout the year)</i>
Autumn 1	<p>Novel: The Girl Who Stole an Elephant.</p> <p>Spoken Language: This is part of the novel scheme where pupils are given the chance to present on a theme, topic or idea related to the novel, and given formal feedback in relation to the expectations of spoken language in Y7.</p> <p>Extended Writing - also embedded into the reading of the novel, students recap and extend the knowledge gained through writing an initial letter to their new teacher by practising a second piece of transactional writing, assessed against the Y7 Age related expectations.</p>	<p>Novel: My Sister Lives on the Mantelpiece by Annabel Pitcher.</p> <p>Spoken Language: This is part of the novel scheme where pupils are given the chance to present on a theme, topic or idea related to the novel and given formal feedback in relation to the expectations of spoken language in Y8.</p> <p>Extended Writing - also embedded into the reading of the novel, students recap and extend the knowledge gained through writing an initial letter to their new teacher by practising a second piece of transactional writing, assessed against the Y8 Age related expectations.</p>	<p>Novel: They Both Die at the End by Adam Silvera.</p> <p>Spoken Language: This is part of the novel scheme where pupils are given the chance to present on a theme, topic or idea related to the novel, and given formal feedback in relation to the expectations of spoken language in Y9.</p> <p>Extended Writing - also embedded into the reading of the novel, students recap and extend the knowledge gained through writing an initial letter to their new teacher by practising a second piece of transactional writing, assessed against the Y9 age related expectations.</p>	<p>Reading A01 + A02</p> <p>Creative Writing</p> <p>Anthology poetry</p> <p>Macbeth: Understanding Plot, themes, character.</p> <p>Extended (Transactional) writing</p>	<p>Transactional writing</p> <p>Narrative Writing</p> <p>Reading AO2 + AO4</p> <p>Macbeth: Language, character, relationships.</p>
Autumn 2	<p>Frankenstein: Study of the play and extracts from the novel. Focus on chapters 4 and 5. Introduction to Gothic literature and descriptive writing.</p>	<p>Made in Yorkshire: Fiction and Non Fiction reading. Transactional Writing- including formal letters and speeches/talks</p>	<p><i>War Poetry</i></p>	<p>Reading A04</p> <p>Creative Writing</p> <p>An Inspector Calls: understanding Plot, themes, character.</p>	<p>Narrative writing</p> <p>Reading AO4 + AO3</p> <p>A Christmas Carol: context, language, character, relationships.</p>

			Novel: Of Mice and Men by John Steinbeck	A Christmas Carol: understanding Plot, themes, character.	An Inspector Calls: Language, character, relationships Unseen Poetry.
Spring 1	Nature: Reading and writing skills. Short Stories- including the works of Roald Dahl.	Novel: Private Peaceful by Michael Morpurgo Teen Fiction- including extracts from THUG and the Extinction Trials.	Blood Brothers by Willy Russell.	Transactional Writing Reading - A01, AO2 + AO3 The 'Anthology' Poetry Power and Place Macbeth: Understanding Plot, themes, character.	Transactional writing Narrative writing An Inspector Calls: Language, character, relationships A Christmas Carol: context, language, character, relationships. Mock Exam (March)
Spring 2	Poetry in Y7: Students build on prior knowledge of how to respond to poetry and experience a diverse range of poets whilst working to achieve age related expectations for demonstrating their understanding of the craft of the writer and comparison. Coraline and The Brothers Grimm: Fairytales and Fiction, including practising extended writing.	Shakespeare's Magic: The Tempest Poetry in Y8: Students build on prior knowledge of how to respond to poetry and experience a diverse range of poets whilst working to achieve age related expectations for demonstrating their understanding of the craft of the writer and comparison.	<i>Heroes and Villains</i> Poetry in Y9: Students build on prior knowledge of how to respond to poetry and experience a diverse range of poets whilst working to achieve age related expectations for demonstrating their understanding of the craft of the writer and comparison.	Transactional writing Analysing Key Extracts from Macbeth, A Christmas Carol and An Inspector Calls. Anthology Poetry Relationships Unseen Poetry	Narrative Writing Transactional writing Comp. 1 + 2 whole papers Lit : unseen poetry Revision of literature texts

Summer 1	Shakespeare's Comedy: A Midsummer Night's Dream.		<i>Shakespeare's Tragedy: Romeo and Juliet</i>		Revision of: Narrative Writing Transactional writing Comp. 1 + 2 whole papers Lit : unseen poetry
Summer 2	<p>Immersive reading of Ghost Boy by Jewel Parker Rhodes.</p> <p>Spoken Language/S&L: This is part of the study of the novel; It revisits knowledge established at the start of the year and extends and refines it. Pupils are given the chance to present on a theme, topic or idea related to the novel, and given formal feedback in relation to the expectations of spoken language in Y7.</p> <p>Extended Writing - also embedded into the reading of the novel, students recap and extend the knowledge gained through writing earlier in the year by practising a piece of extended writing.</p>	<p>Immersive Reading of Noughts and Crosses</p> <p>Spoken Language/S&L: This is part of the study of the novel; It revisits knowledge established at the start of the year and extends and refines it. Pupils are given the chance to present on a theme, topic or idea related to the novel, and given formal feedback in relation to the expectations of spoken language in Y8.</p> <p>Extended Writing - also embedded into the reading of the novel, students recap and extend the knowledge gained through writing earlier in the year by practising a piece of extended writing.</p>	<p>Immersive Reading of The Secret Garden</p> <p>Spoken Language/S&L: This is part of the study of the novel; It revisits knowledge established at the start of the year and extends and refines it. Pupils are given the chance to present on a theme, topic or idea related to the novel, and given formal feedback in relation to the expectations of spoken language in Y9.</p> <p>Extended Writing - also embedded into the reading of the novel, students recap and extend the knowledge gained through writing earlier in the year by practising a piece of extended writing.</p>	<p>Macbeth Understanding Plot, themes, character.</p> <p>An Inspector Calls</p> <p>Understanding Plot, themes, character.</p> <p>End of Year Exam in Language and Literature</p> <p>Fill Gaps in Understanding of Anthology Poetry</p>	Revision of literature texts