



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 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, opportunities to perform 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 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 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 use a range of rhetorical strategies, such as 'imaginary scenarios' and language for effect
- 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 'An Inspector Calls' by JB Priestley, The Inspector delivers a stunning closing speech to the Birling family about how 'we are all members of one body'. In exploring this viewpoint, and contrasting it with the opposing view of Mr Birling, that a man should simply 'look after his own business' students have to explore questions of what it takes to be a 'good human'. In doing so, Literature enhances students' insight into issues of personal and social responsibility, integrity, compassion and judgement. 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 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.

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 OGAT Y10 Teaching Plan for Language runs throughout the year)</i>	YEAR 11 <i>(The OGAT Y11 Teaching Exam Plan runs throughout the year)</i>
Autumn 1	Novel: The Girl Who Stole an Elephant by Nizrana Farook. A 'taught text' with a focus on character development within reading tasks, narrative writing and extended writing skills	Made in Yorkshire: Fiction and Non Fiction reading, extracts from stories and poetry written by authors from Yorkshire. This topic also includes transactional writing.	Novel: Of Mice and Men by John Steinbeck. Focusing on language analysis with a literature text. Exploration of ideas in 1930s America.	Reading A01 + A02 Creative Writing Anthology poetry Macbeth: Understanding Plot, themes, character. Extended (Transactional) writing	Transactional writing Narrative Writing Reading AO2 + AO4 Macbeth: Language, character, relationships.
Autumn 2	Play: Frankenstein-Study of the play by Phillip Pullman and extracts from the novel by Mary Shelley. This is an introduction to Gothic literature and descriptive writing.	Novel: My Sister Lives on the Mantelpiece by Annabel Pitcher. A 'taught text' with a focus on character development and language analysis within reading tasks, narrative writing and extended writing skills.	Play: Blood Brothers by Willy Russell. Focus on the themes and characters created by the writer.	Reading A04 Creative Writing An Inspector Calls: understanding Plot, themes, character. A Christmas Carol: understanding Plot, themes, character.	Narrative writing Reading AO4 + AO3 A Christmas Carol: context, language, character, relationships. An Inspector Calls: Language, character, relationships Unseen Poetry.

<p>Spring 1</p>	<p>Nature: Reading, writing and poetry analysis within the works of Wordsworth and through non fiction texts.</p> <p>Short Stories- including the works of Roald Dahl. Pupils will study a range of short stories with a focus on plot and the craft of the writer.</p>	<p>Novel: Private Peaceful by Michael Morpurgo. A literature based approach to the text with a focus on language analysis alongside poetry and extended writing pieces.</p> <p>Teen Fiction- including extracts from THUG and the Extinction Trials.</p>	<p>Shakespeare's Tragedy: Romeo and Juliet by William Shakespeare. An exploration of key extracts from the play with a focus on language analysis and the development of the characters.</p>	<p>Transactional Writing</p> <p>Reading - A01, AO2 + AO3</p> <p>The 'Anthology' Poetry</p> <p>Power and Place</p> <p>Macbeth: Understanding Plot, themes, character.</p>	<p>Transactional writing</p> <p>Narrative writing</p> <p>An Inspector Calls: Language, character, relationships</p> <p>A Christmas Carol: context, language, character, relationships.</p> <p>Mock Exam (March)</p>
<p>Spring 2</p>	<p>The Brothers Grimm: Fairy Tales and Fiction, including practising extended writing.</p>	<p>Shakespeare's Magic: The Tempest. An exploration of key extracts from the play with a focus on language analysis and the development of the characters.</p>	<p><i>Heroes and Villains</i>: Focusing on extracts from novels by George Orwell, Arthur Conan Doyle and Charles Dickens as well as practising extended writing about who our heroes are.</p>	<p>Transactional writing</p> <p>Analysing Key Extracts from Macbeth, A Christmas Carol and An Inspector Calls.</p> <p>Anthology Poetry</p> <p>Relationships</p> <p>Unseen Poetry</p>	<p>Narrative Writing</p> <p>Transactional writing</p> <p>Comp. 1 + 2 whole papers</p> <p>Lit : unseen poetry</p> <p>Revision of literature texts</p>

Summer 1	Shakespeare's Comedy: A Midsummer Night's Dream. An introduction to the language of Shakespeare with a focus of understanding the key plot ideas and character development.	What is Culture? 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>Poet Laureates</i> : A study of poetry from a selection of Poet Laureates with a focus on current events at the times the poems were published.		Revision of: Narrative Writing Transactional writing Comp. 1 + 2 whole papers Lit : unseen poetry Revision of literature texts
Summer 2	Ghost Boy by Jewel Parker Rhodes. A literature based approach to the text with a focus on language analysis alongside poetry and extended writing pieces.	Language Change and Early Literature: The study of Early English and the exploration of how language development has impacted the way in which we write and speak.	19th Century Literature: The study ideas concerning the theory of evolution, imperialism, and Victorian era fears, superstitions and prejudices.	Macbeth Understanding Plot, themes, character. An Inspector Calls Understanding Plot, themes, character. End of Year Exam in Language and Literature Fill Gaps in Understanding of Anthology Poetry	