



## ENGLISH

### ENGLISH CURRICULUM PROGRESSION PATHWAY:

#### Why is the study of English important?

The study of English is important because it lies at the heart of effective communication, a skill that is crucial for personal growth and participation in society. Mastery of both spoken and written language empowers individuals to express themselves, engage in meaningful dialogue, and navigate the complexities of the modern world. As English is a primary medium of communication both nationally and globally, proficiency in the language is essential for success in education, the workforce, and everyday life.

From Year 7 onwards, students build on the foundational skills developed in primary school. They encounter a wide range of texts, including fiction, non-fiction, poetry, and drama from writers spanning the 19th, 20th, and 21st centuries. These texts offer opportunities to explore timeless themes such as friendship, bereavement, diversity, and morality. For instance, students engage with Shakespeare's works, examining the relevance of his themes to contemporary society. They also study modern texts like *Ghost Boys*, which encourages discussions around moral and social issues, helping students reflect on key aspects of life and human nature.

The curriculum fosters an understanding of how writers craft language to achieve various effects, influence readers, and convey deeper meanings. Through analysis, students develop the ability to articulate their own interpretations of texts, supported by evidence, and consider alternative viewpoints. This cultivates critical thinking and enhances their ability to approach characters and situations with greater insight and objectivity.

In addition to reading, students are encouraged to express their ideas fluently through writing and speaking. The study of English promotes the development of vocabulary, grammatical accuracy, and sentence construction, enabling students to write with clarity and purpose. Whether engaging in creative writing or transactional tasks (such as reports, essays, or speeches), students learn to adapt their style to suit different audiences, purposes, and formats.

Furthermore, spoken language plays a pivotal role in developing students' reading and writing abilities. Discussions, debates, presentations, and performances provide students with opportunities to practise and refine their speaking skills, enhancing their confidence and fluency. By promoting the enjoyment of reading, English helps students explore the world, enrich their cultural, emotional, social, and intellectual understanding, and appreciate the literary heritage.

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.

Ultimately, the time devoted to studying English equips students with the linguistic tools necessary for clear communication, critical analysis, and creative expression, setting a strong foundation for success in all areas of life

### **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 workforce. 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 'Ghost Boys' allow students to consider themes such as friendship, bereavement and diversity 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, 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.

### **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 plays a pivotal role in developing communication skills, which are essential for success in all other areas of the curriculum. Whether in written or spoken form, strong communication enables students to effectively engage in discussions, listen to different viewpoints, and make informed judgments. These activities often require collaboration, negotiation, and teamwork, fostering self-discipline, respect for others, and empathy. Moreover, the emphasis on improving written work in English—focusing on spelling, grammar, and clarity—enhances the quality of writing across all subjects. The study of English Literature further develops critical thinking skills, as students analyse themes, language, and characters, often exploring historical or social issues. Literature provides a lens through which students can reflect on human experiences, making it a valuable tool for social, moral, cultural, and spiritual development. In this way, English not only supports academic achievement across the curriculum but also contributes to students' personal growth and understanding of the world.

### **How can students deepen their understanding of English?**

As a subject, English involves a lot of writing, including extended creative and transactional responses to improve the quality and accuracy of students' 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. There are activities to engage in beyond the classroom such as book clubs and writing competitions.

### **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), Writing and Speaking and Listening. There are six assessment points each year that we term Praising Stars© (apart from Y11 who have five). For younger years we base our assessment on our subject mapping of the age related expectations across the curriculum, assessing students' performance at their current stage of study against expectation. 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.

### **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 and media
- PR and marketing
- Teaching and education
- Publishing: copy editor / proof-reader
- Editorial Assistant
- Law: solicitor / barrister/ paralegal
- Librarian / Archivist
- Screenwriter and other creative industries
- Advertising
- Social media
- Web content manager
- Public Relations
- Human Resources
- Events management

- Research
- Retail and hospitality
- Admin and business

**CURRICULUM PROGRESSION PATHWAY FOR ENGLISH AT OUTWOOD ACADEMY FREESTON**

	<b>YEAR 7</b> (each half term to include written accuracy focus)	<b>YEAR 8</b> (each half term to include written accuracy focus)	<b>YEAR 9</b> (each half term to include written accuracy focus)	<b>YEAR 10</b> (The OGAT Teaching Plan for Language runs throughout the year)	<b>YEAR 11</b> (OGAT Teaching Plan)
<b>Autumn 1</b>	<p><b>Ghost Boys</b></p> <ul style="list-style-type: none"> <li>• Literary Study</li> <li>• Craft of the Writer</li> </ul> <p>Study of the novel with a focus on the themes of grief, prejudice, injustice and equality. Students will also explore how writers use language in order to present the characters in a specific way.</p>	<p><b>My Sister Lives on the Mantelpiece</b></p> <ul style="list-style-type: none"> <li>• Literary Study</li> <li>• Craft of the Writer</li> </ul> <p>Study of the novel with a focus on grief, tragedy, racism, friendship and growing up. Students will also explore how writers use language in order to present the characters in a specific way.</p>	<p><b>Of Mice and Men</b></p> <ul style="list-style-type: none"> <li>• Literary Study</li> <li>• Craft of the Writer</li> <li>• Creative Writing</li> </ul> <p>Students will study the novel with a focus on the themes of loneliness, racism, equality and dreams. Students will explore how the writer uses language in order to create specific impressions of the characters and settings.</p>	<p>Poetry post 1789</p> <p>Themes of War and Loss</p> <p>CI Craft of the Writer reading responses</p> <p>Narrative writing</p> <p>No Nonsense</p> <p>Narrative Workbook</p> <p>Transactional Writing</p>	<p>Transactional writing</p> <p>Narrative Writing</p> <p>Reading AO2 + AO4</p> <p>Lit : Revision of anthology poetry and Romeo and Juliet</p>

			Students will use the novel as inspiration for their own pieces of creative writing.		
<b>Autumn 2</b>	<b>Richard III</b> <ul style="list-style-type: none"> <li>• Craft of the Writer</li> <li>• Evaluation</li> <li>• Literary Study</li> </ul> <p>Students will study a range of extracts from the play and explore how characters are presented and how Shakespeare creates a specific effect through language choices.</p>	<b>Dickens</b> <ul style="list-style-type: none"> <li>• Transactional writing</li> <li>• Craft of the writer</li> </ul> <p>Students will focus on transactional writing skills. Students will learn new strategies that they can use in order to produce detailed and developed paragraphs.</p> <p>Students will also explore how Dickens uses language in order to create a specific effect of impression.</p>	<b>The Environment</b> <ul style="list-style-type: none"> <li>• Transactional Writing</li> </ul> <p>Students will focus on transactional writing skills. Students will learn new strategies that they can use in order to produce detailed and developed paragraphs.</p> <p>Students will also produce their own pieces of transactional writing that are related to the theme of 'The Environment'.</p>	Pre- 20 <sup>th</sup> Century Novel: A Christmas Carol Knowledge of entire novel Knowledge of key characters and associated quotes Knowledge of key themes and associated quotes Reading AO1, AO2 and AO4 C1 English Language full reading paper teaching C2 Reading and transactional Writing	Narrative writing Reading AO4 + AO3 Transactional writing Lit: Revision of anthology poetry and unseen poetry November Assessments Revision of A Christmas Carol
<b>Spring 1</b>	<b>Dracula-Play Script</b> <ul style="list-style-type: none"> <li>• Information retrieval</li> <li>• Craft of the Writer</li> </ul>	<b>War Poetry</b> <ul style="list-style-type: none"> <li>• Craft of the writer</li> <li>• Literary study</li> </ul>	<b>Long Way Down</b> <ul style="list-style-type: none"> <li>• Creative writing</li> <li>• Craft of the writer</li> </ul>	Poetry post 1789 Themes of power and place	Revision of unseen poetry, anthology poems and Romeo and Juliet

	<ul style="list-style-type: none"> <li>• Evaluation</li> <li>• Transactional writing</li> </ul> <p>Students will read the play and explore how the writer creates a specific atmosphere through language choices.</p> <p>Students will also produce their own pieces of transactional writing that are related to the content of the play.</p>	<p>Students will explore a range of poetry which focuses on the theme of war.</p> <p>Students will develop their language analysis skills by exploring how the poet creates a specific effect through their language choices.</p> <p>Students will also explore the effect of literary techniques used by the poets.</p>	<ul style="list-style-type: none"> <li>• Literary study</li> </ul> <p>Students will study the novel with a focus on the themes of choices, family, revenge and loyalty.</p> <p>Students will use the text as inspiration for their own pieces of creative writing.</p> <p>Students will also be given the opportunity to explore how the writer uses language in order to create a specific impression of the character.</p>	<p>CI Reading</p> <p>Transactional Writing</p> <p>structure of letters, reviews, reports, articles, speeches</p> <p>Reading AO3</p>	<p>Transactional writing</p> <p>Narrative writing</p>
<b>Spring 2</b>	<p><b>Poetry from different cultures</b></p> <ul style="list-style-type: none"> <li>• Literary Study</li> <li>• Craft of the Writer</li> </ul> <p>Students will study a range of poems from a variety of cultures. Students will explore the effect of the poets' language choices and how the poets convey specific ideas and messages through their poetry.</p>	<p><b>Much Ado About Nothing</b></p> <ul style="list-style-type: none"> <li>• Literary Study</li> <li>• Craft of the Writer</li> <li>• Evaluation</li> </ul> <p>Students will study the play and focus on how Shakespeare uses language to create specific impressions of the characters.</p> <p>Students will also be given the opportunity to evaluate how characters are presented throughout the play.</p>	<p><b>Macbeth</b></p> <ul style="list-style-type: none"> <li>• Literary study</li> <li>• Craft of the writer</li> </ul> <p>Students will study the play and focus on how Shakespeare uses language to create specific impressions of the characters.</p>	<p>CI Reading and Writing</p> <p>Spoken Language introduction</p> <p>Shakespeare Study - Romeo and Juliet</p> <p>inc. plot, character, craft of the writer</p> <p>Poetry post 1789</p> <p>Themes of love and relationships</p>	<p>Mocks exams</p> <p>Narrative Writing</p> <p>Transactional writing</p> <p>Comp. 1 + 2 whole papers</p> <p>Lit : unseen poetry</p>



				Reading AO1, AO2, AO3 and AO4	
<b>Summer 1</b>	<p><b>Asha and the Spirit Bird</b></p> <ul style="list-style-type: none"> <li>● Craft of the Writer</li> <li>● Literary Study</li> <li>● Creative Writing</li> <li>● Evaluation</li> </ul> <p>Students will study the novel with a focus on the themes of faith, friendship and greed.</p> <p>Students will use the text as inspiration for their own pieces of creative writing.</p>	<p><b>Language Change and Early English</b></p> <ul style="list-style-type: none"> <li>● Craft of the Writer</li> <li>● Information retrieval</li> <li>● Transactional writing</li> <li>● Literary study</li> </ul> <p>Students will explore how and why language has changed over time. Students will develop their analysis skills by examining the effect of the writers' language choices.</p> <p>Students will also be given the opportunity to develop their transactional writing skills. Students will develop their paragraph writing skills by implementing strategies that will ensure their paragraphs are detailed.</p>	<p><b>Poet Laureate</b></p> <ul style="list-style-type: none"> <li>● Literary study</li> <li>● Craft of the writer</li> </ul> <p>Students will study a range of poems and explore the effect of the poets' language choices and how the poets convey specific ideas and messages through their poetry.</p> <p>Students will also explore the effect of literary techniques used by the poets.</p>	<p>Component2 English Language full paper teaching</p>	<p>Revision of:</p> <p>Narrative Writing</p> <p>Transactional writing</p> <p>Comp. 1 + 2 whole papers</p> <p>Literature texts</p>
<b>Summer 2</b>	<p><b>Travel Writing</b></p> <ul style="list-style-type: none"> <li>● Information retrieval</li> <li>● Transactional writing</li> </ul> <p>Students will focus on transactional writing skills. Students will learn</p>	<p><b>Noughts and Crosses-Play Script</b></p> <ul style="list-style-type: none"> <li>● Literary study</li> <li>● Creative writing</li> <li>● Evaluation</li> </ul>	<p><b>Blood Brothers</b></p> <ul style="list-style-type: none"> <li>● Literary study</li> <li>● Craft of the writer</li> <li>● Evaluation</li> </ul>	<p>20th century Drama Text Study: An Inspector Calls</p> <p>Exploding extract questions</p>	

	<p>new strategies that they can use in order to produce detailed and developed paragraphs.</p>	<p>Students will study the play with a focus on friendship, family, equality and racism.</p> <p>Students will explore how the writer uses language in order to create specific impressions of the characters.</p> <p>Students will also be given the opportunity to evaluate how characters are presented throughout the play.</p> <p>For example, evaluating which character they feel the most sympathy for and why.</p>	<p>Students will also be given the opportunity to evaluate how characters are presented throughout the play.</p> <p>For example, evaluating the way Mrs Johnstone is presented to the audience.</p> <p>Students will explore how the writer uses language in order to create specific impressions of the characters</p>	<p>End of year exams in English Language (full C2 paper) and English Literature</p>	
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