



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 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 *The Crossing*, *The Girl Who Stole An Elephant* and *The Curious Incident of the Dog in the Night-time* allow students to consider themes such as friendship and loss of innocence and they invite discussion and reflection on key moral, social and cultural 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 into 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 school 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 school provide a solid preparation for success in Key Stage 4 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 concise 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?

Most would say that before you can write well, you must read a lot and so reading will underpin most written work in English. Books, and reading in general, can give students limitless 'experiences'. It is these experiences that will help our students become competent writers as we believe experience brings insight and thoughtfulness. To broaden their understanding of where they fit in the world and hone their writing skills, we will use the studied literary fiction texts, as well as non-fiction writing, such as: extracts from autobiographies or biographies, diaries, reports and articles. We will also make frequent use of multi-modal texts of various kinds from newspapers and magazines, blogs and transcripts from podcasts, as well as other new and emerging written modes from the internet.

Making full use of this immersion in experiences, much of their written work will be underpinned by this reading, so that students are exposed to a variety of fiction and non-fiction reading that provide models for the students' own 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 into logically sequenced 'arguments' improves their understanding of what they want to say and how to say it in increasingly effective ways. There are a wealth of activities to engage in beyond the classroom: be it poetry slams, book clubs, debating groups, creative writing or film clubs, listening to podcasts or TEDtalks. All of these would assist students to see how others articulate ideas in respectful, meaningful and effective ways.

As a subject, English involves a lot of writing, including extended creative responses, as well as transactional writing responses. We know that the quality and accuracy of students' writing is only developed by 'doing writing' so extended writing is planned for in the majority of lessons. We have a written accuracy campaign that sees frequent and common errors visited, revisited or ultimately addressed in every lesson and we also have editing planned for in the curriculum. This is when students are afforded the time to 'reflect and perfect' previously drafted work as we believe all good writers have an editing discipline. We also know that almost all careers ask for us to evaluate previously submitted work. In this way, we can help the students deepen their understanding of English and also be better prepared for the world of work, irrespective of career choice.

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©. 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.

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 and advertising
- Social media
- Web content manager
- Public Relations
- Human Resources
- Events management
- Research

CURRICULUM PROGRESSION PATHWAY FOR ENGLISH AT OUTWOOD ACADEMY VALLEY

	YEAR 7 (each half term to include written accuracy focus)	YEAR 8 (each half term to include written accuracy focus)	YEAR 9 (each half term to include written accuracy focus)	YEAR 10 (The OGAT Teaching Plan for Language runs throughout the year)	YEAR 11 (OGAT Teaching Plan)
Autumn 1	<p>Transactional Writing</p> <p>Focusing on the structure of speeches and writing for a clear purpose</p> <p>Poetry</p> <p>Including range of poems from other cultures</p>	<p>Transactional Writing</p> <p>Revision of writing for a clear audience and purpose</p> <p>Including structure of articles & reviews</p> <p>Gothic Reading and Writing</p> <p>Including writer's craft, literary techniques, evaluation/ personal response and creative writing.</p>	<p>Reading Fiction Extracts</p> <p>Writing in 3rd person to recognise impact. Analyse how writers build character. Vocabulary choices.</p> <p>Narrative Writing</p> <p>Developing narrative prose. Clear characterisation. Descriptive writing skills. Learning narrative structure and specific detail to include. Vocabulary choices and grammar skills.</p>	<p>Literature</p> <p>Poetry post 1789</p> <p>Contextual influences on the writer's meaning. Historical and contemporary issues in society.</p> <p>Speaking and Listening Assessment Preparation and Presentation</p> <p>Language</p> <p>Narrative writing</p> <p>No Nonsense Narrative Workbook</p> <p>Reading AO1 and AO2</p>	<p>Language</p> <p>Transactional writing</p> <p>Narrative Writing</p> <p>Reading AO2 + AO4</p> <p>Literature</p> <p>Unseen Poetry</p> <p>Romeo and Juliet</p> <p>Poetry Anthology</p>

<p>Autumn 2</p>	<p>Literary Study</p> <p>20th century novel – The Girl Who Stole an Elephant</p> <p>evaluation/personal response to the characters in the novel, exploration of writer’s craft, exploring other cultures</p>	<p>Literary Study</p> <p>The Boy in the Striped Pyjamas or The Curious Incident of the Dog in the Night Time.</p> <p>Exploration of genre and themes</p> <p>Looking at writer’s craft and evaluation.</p>	<p>Literary Study</p> <p>The Crossing. Tracking themes and character development in a novel. Using inference to show a deeper understanding. Using evidence to justify the reader’s views. Evaluating success of writer’s craft.</p> <p>Developing letter writing and creative writing skills.</p>	<p>Literature</p> <p>A Christmas Carol Knowledge of entire play</p> <p>Knowledge of key characters and associated quotes</p> <p>Knowledge of key themes and associated quotes</p> <p>Language</p> <p>Reading AO1, AO2 and AO4</p> <p>Transactional writing, formal letter and speech writing</p>	<p>Language</p> <p>Narrative writing</p> <p>Reading AO4 + AO3</p> <p>Transactional writing</p> <p>Literature</p> <p>Poetry Anthology</p> <p>A Christmas Carol</p>
<p>Spring 1</p>	<p>Non-Fiction Reading</p> <p>Including method, structure and craft of the writer, evaluation/personal response</p> <p>Sherlock Holmes</p> <p>Exploration of the crime fiction genre</p>	<p>Prose Writing</p> <p>Including 5 part narrative structure, establishing character and ‘show not tell’, focus on engaging openings and descriptive skills</p> <p>Fiction Reading</p> <p>Study of a variety of fiction extracts from a range of authors</p> <p>Including tracking an extract or short story, writer’s craft and evaluating characters</p>	<p>Unseen Poetry - Poet Laureate Scheme</p> <p>Developing literary skills in interpreting meanings presented by the poets. Language analysis and personal response.</p> <p>Simon Armitage, Wilfred Owen, Carol Ann Duffy,</p>	<p>Literature</p> <p>Anthology poetry Including understanding and making links across the poems.</p> <p>Language</p> <p>Narrative writing, developing details, structure and characters. Component 1 reading evaluation and component 2 comparison.</p>	<p>Language</p> <p>Transactional writing</p> <p>Narrative writing</p> <p>Literature</p> <p>Unseen Poetry</p> <p>Romeo and Juliet</p> <p>Blood Brothers</p>

	Including evaluation/personal response		Alfred Lord Tennyson, John Betjemen		
Spring 2	<p>Literary Study</p> <p>20th century novel – Private Peaceful</p> <p>Including evaluation of character and personal response.</p> <p>Exploring the craft of the writer for literary study.</p>	<p>Shakespeare Study - Macbeth</p> <p>Including plot, character, craft of the writer</p> <p>Literary study focus on character</p>	<p>Literacy study</p> <p>The Tempest Tracking themes and character development in a novel. Using inference to show a deeper understanding. Using evidence to justify the reader's views. Evaluating success of writer's craft.</p>	<p>Literature</p> <p>Romeo and Juliet. Including plot, characters and writer's craft.</p> <p>Language</p> <p>Transactional Writing Report, review and article. Component 2 reading, full paper.</p>	<p>Language</p> <p>Narrative Writing</p> <p>Transactional writing</p> <p>Comp. 1 + 2 whole papers</p> <p>Literature</p> <p>Revision of Romeo and Juliet</p> <p>Mock Exams</p>
Summer 1	<p>Prose Writing</p> <p>Introduction of 5 part story structure, introducing and developing characters and developing descriptive details</p> <p>Reading - Fiction</p> <p>Extracts from a variety of classic texts Focus on writer's craft and inference</p>	<p>Prose Writing</p> <p>Focus on tension and creating convincing characters using extracts from a variety of fiction texts</p> <p>Poetry</p> <p>Including evaluation, commentary and analysis of the writer's craft</p>	<p>Reading Non-Fiction - Our World - Diversity</p> <p>Tracking a text. Understanding content. Language analysis. Writer's method in presenting ideas.</p> <p>Narrative Skills</p>	<p>Literature</p> <p>Unseen poetry</p> <p>Blood Brothers. Knowledge of the entire play including plot, characters and themes.</p> <p>Language</p> <p>C1 reading focused on retrieval of details and writer's craft.</p>	<p>Revision of:</p> <p>Narrative Writing</p> <p>Transactional writing Comp. 1 + 2 whole papers</p> <p>Comp. 1 + 2 whole papers</p> <p>Literature texts</p>

		Comparisons of themes and ideas across poems	Development of ideas. Improving control in writing. Key structural skills.	Transactional and narrative writing.
Summer 2	<p>Transactional Writing</p> <p>Including structure for transactional writing (formal letter)</p> <p>Prose Writing</p> <p>Recap of a 5 part story structure, introducing build up, 'hold the moment' and 'show not tell'</p> <p>Wicked</p> <p>Exploration of script</p> <p>Including exploration of character, craft of the writer and developing empathy</p> <p>Making personal responses to a text</p>	<p>Reading non-Fiction</p> <p>Including tracking a text, craft of the writer, making comparisons</p> <p>Transactional Writing</p> <p>Including structure of informal letters and reports</p> <p>Desert Island Books - Speaking and Listening</p> <p>Reflecting on reading habits and their value, exploring effective presentation techniques and giving a formal presentation to the rest of the class</p>	<p>Non-Fiction Reading - Crime</p> <p>The Krays, Sweeney Todd & Oscar Wilde.</p> <p>Developing writing skills to recognise purpose and how to recognise and engage an audience.</p> <p>Vocabulary, Sentence Structure, Spelling and Punctuation.</p> <p>Immersive Read</p> <p>TBC</p>	<p>Continued revision of language and literature skills and texts</p> <p>End of year exams in English Language and English Literature</p>