



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 'Private Peaceful', 'Ghost Boys' and 'Crossing the Line' allow students to consider themes such as friendship, family 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. At Key Stage 3, all students are entitled to a one hour per week immersive read lesson with a variety of literature available for students to engage with. The benefits of immersive read allow students to develop their comprehension skills, read with fluency and to gain confidence in vocalising their opinions on a text.

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 (AQA A-Level English Language and A-Level English Literature).

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 or 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 as well as the ability to concisely articulate ideas and opinions, show an understanding of texts, base conclusions on research or retrieve evidence from a text and explore how meaning has been created. 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. There are a wealth of activities to engage in beyond the classroom be it book clubs, debating groups, creative writing or film clubs.

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). At KS4 there are half termly assessment points each year that we term Praising Stars©. For younger years there are 3 half termly assessment points. 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 & advertising
- Social media
- Web content manager
- Public Relations
- Human Resources
- Events management

CURRICULUM PROGRESSION PATHWAY FOR ENGLISH AT OUTWOOD ACADEMY HEMSWORTH

	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 (each half term to include written accuracy focus)	YEAR 11 (each half term to include written accuracy focus)
Autumn 1	<p>Private Peaceful- Michael Morpurgo (Modern Novel)</p> <p>Students will read 'Private Peaceful' by Michael Morpurgo. The scheme will consist of 33 lessons focusing on: Information Retrieval Craft of the Writer Transactional Writing Evaluation</p>	<p>My Sister Lives on the Mantelpiece- Annabel Pitcher (Modern Novel)</p> <p>Students will read 'My Sister Lives on the Mantelpiece' by Annabel Pitcher. The scheme will consist of 36 lessons focusing on: Information Retrieval Literary Study Creative Writing</p>	<p>Noughts and Crosses- Malorie Blackman (Modern Novel)</p> <p>Students will read the novel 'Nought and Crosses' by Malorie Blackman and will consist of 42 lessons focusing on: Creative Writing Information Retrieval Evaluation</p>	<p>Pre- 20th century novel A Christmas Carol</p> <p>War and Loss Anthology Poetry 1789 to present day</p> <p>Narrative Writing IB</p> <p>Language Component IA and 2A</p>	<p>Narrative Writing IB</p> <p>Language Component IA and 2A</p> <p>Shakespeare study Macbeth (Legacy curriculum)</p> <p>Unseen Poetry</p>

<p>Autumn 2</p>	<p>Poems from Different Cultures</p> <p>Students will read the following poems: 'Where I'm From' by George Ella Lyons, 'The British' by Benjamin Zephaniah, 'Half-Caste' by John Agard, 'Two Scavengers in a Truck, Two Beautiful People in a Mercedes' by Lawrence Ferlinghetti, 'Search for my Tongue' by Sujata Bhatt, 'Island Man' by Grace Nichols, 'Blessing' by Imtiaz Dharker and 'Presents from my Aunts in Pakistan' by Moniza Alvi. The scheme will consist of 12 lessons focusing on: Craft of the Writer Literary Study</p>	<p>Language Change Part 2</p> <p>Students will explore how language has changed over the last 1000 years by exploring a range of extracts: 'The Canterbury Tales' and 'The Wife of Bath', as well as poetry: 'The Wanderer' and 'Beowolf'. The scheme will consist of 18 lessons focusing on: Craft of the Writer Transactional Writing</p>	<p>Noughts and Crosses- Malorie Blackman (Modern Novel)</p> <p>Students will read the novel 'Nought and Crosses' by Malorie Blackman and will consist of 42 lessons focusing on: Creative Writing Information Retrieval Evaluation</p>	<p>Pre- 20th century novel A Christmas Carol</p> <p>Anthology Poetry 1789 to present day with links to A Christmas Carol</p> <p>Narrative Writing IB</p> <p>Language Component IA and 2A</p>	<p>Narrative Writing IB</p> <p>Transactional Writing 2B</p> <p>Language Component IA and 2A Walk-through</p> <p>Anthology Poetry 1789 to present day</p> <p>Unseen Poetry</p> <p>Pre- 20th century novel A Christmas Carol</p> <p>November Mock Exam Series</p>
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<p>Spring 1</p>	<p>Language Change Part 1</p> <p>Students will be learning about regional language change- looking mainly at accent and dialect and how this influences our society. This scheme will consist of 12 lessons focusing on: Transactional Writing</p>	<p>Wanderlust</p> <p>Students will read extracts from 'Robinson Crusoe' by Daniel Defoe and 'Lord of the Flies' by William Golding. The scheme will consist of 12 lessons focusing on: Creative Writing</p>	<p>Poet Laureate</p> <p>Students will read a range of both fiction and non fiction extracts as well as the following poems: 'Rings' by Carol Ann Duffy, 'Charge of the Light Brigade' by Alfred Lord Tennyson, 'Lord Kitchener' by Robert Bridges, 'The Arrest of Oscar Wilde at the Cadogan Hotel' by John Betjeman, 'Gay Love' by Carol Ann Duffy and 'Something Clicked' by Simon Armitage, 'The Floral Tribute' by Simon Armitage. The scheme will consist of 15 lessons focusing on: Literary Study</p>	<p>Shakespeare study Romeo and Juliet</p> <p>Love and Admiration Poetry Anthology Poetry 1789 to present day</p> <p>Narrative Writing IB</p> <p>Language Component IA and 2A</p>	<p>Language Component IA</p> <p>Language Component 2A</p> <p>Narrative Writing IB</p> <p>Transactional Writing 2B</p> <p>20th century Drama An Inspector Calls</p> <p>Anthology Poetry 1789 to present day</p> <p>March Mock Exam Series</p>
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Spring 2	<p>Ghost Boys- Jerome Parker (Modern Novel)</p> <p>Students will read 'Ghost Boys' by Jerome Parker Rhodes and will consist of 27 lessons focusing on: Evaluation Craft of the Writer Literary Study</p>	<p>Crossing the Line- Tia Fisher (Modern Novel)</p> <p>Students will read the novel 'Crossing the Line' by Tia Fisher which will discuss topics of grief, county lines recruitment, vulnerability and the the consequences of making poor decision. This scheme of work will consist of 27 lessons focusing on: Craft of the Writer Transactional Writing Evaluation</p>	<p>Of Mice and Men- John Steinbeck (Seminal World Literature)</p> <p>Students will read 'Of Mice and Men' by John Steinbeck and will consist of 27 lessons focusing on: Craft of the Writer Transactional Writing</p>	<p>Shakespeare study Romeo and Juliet</p> <p>Anthology Poetry 1789 to present day with links to Shakespeare study Romeo and Juliet</p> <p>Transactional Writing 2B</p> <p>Language Component 2A</p>	<p>Language Component 1A</p> <p>Language Component 2A</p> <p>Narrative Writing 1B</p> <p>Transactional Writing 2B</p> <p>20th century Drama An Inspector Calls</p> <p>Anthology Poetry 1789 to present day</p> <p>Pre- 20th century novel A Christmas Carol</p> <p>Shakespeare study Macbeth (Legacy curriculum)</p> <p>Unseen Poetry</p>
Summer 1	<p>The Epic</p> <p>Students will read extracts from mythological myths on Medusa and Orpheus. This scheme will consist of 15 lessons focusing on:</p>	<p>People and Place Poetry</p> <p>Students will read the following poems, 'Westminster Bridge' William Wordsworth, 'In The Great Metropolis' Arthur Hugh Clough, 'This poem is taking place</p>	<p>War Poetry</p> <p>Students will read the following poems: 'War' by Edgar Wallace, 'Dirge of the Dad Sisters' by Rudyard Kipling, 'The Man he Killed' by Thomas Hardy, 'Who's for the Game' by Jessie Pope,</p>	<p>20th century Drama An Inspector Calls</p> <p>Anthology Poetry 1789 to present day with links to 20th century</p>	<p>GCSE English Literature Component 1 and 2 Summer Examinations</p> <p>GCSE English Language Component 1 and 2 Summer</p>

	Information Retrieval Creative Writing	on stolen land' Emily Clarke, 'Remeber me' Christina Rossetti, 'Long Distance II' Tony Harrison, 'Still I Rise' Angelou, 'The Rose that grew from concrete' Tupac Shakur, 'Refugee Blues' W H Auden, 'We Refugees' Benjamin Zephaniah. This scheme will consist of 12 lessons focusing on: Literary Study	'Anthem for Doomed Youth' by Wilfred Owen, 'The Green Beret' by Ho Thien, 'Necklace' Oksana Stominia, 'Remains' by Simon Armitage and 'Poppies' by Jane Weir, 'War Photographer' Carol Ann Duffy, 'Bayonet Charge' by Ted Hughes. The scheme will consist of 15 lessons focusing on: Literary Study	Drama An Inspector Calls Language Component IA and 2A Transactional Writing 2B	Examinations
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Summer 2	Macbeth- William Shakespeare Students will read 'Macbeth' by William Shakespeare and the scheme will consist of 12 lessons focusing on: Spoken Language	Much Ado About Nothing- William Shakespeare Students will read 'Much Ado About Nothing' by William Shakespeare. The scheme will consist of 15 lessons focusing on: Information Retrieval Spoken Language	The Victorian Literature Experience Students will read a range of extracts from non fiction and fiction texts. This will explore different characteristics of Victorian Literature through the following texts: Great Expectations, Oliver Twist, Hard Times. Jane Eyre, Frankenstein focusing on: Craft of the Writer Creative Writing	Unseen Poetry Shakespeare study Romeo and Juliet consolidation and walk-through 20 th century Drama An Inspector Calls consolidation and walk-through Pre- 20 th century novel A Christmas Carol consolidation and walk-through Anthology Poetry 1789 to present day consolidation and walk-through Language Component IA and IB Whole Paper Internal Exam	End of course
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				Spoken Language Endorsement and Transactional Writing 2B Language (Component 2) and Literature (Component 1) Mock Exam	
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