



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', 'A Monster Calls' and 'Asha and the Spirit Bird' 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.

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 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. 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). 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 & 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 (OGAT Teaching Plan)
Autumn 1	<p>A Monster Calls- Patrick Ness (Modern Novel)</p> <p><u>Introduce:</u> Creative writing - week 9 assessment (description of a cemetery behind Connor's house) Written accuracy - week 9 assessment (description of a cemetery behind Connor's house) Information retrieval Craft of the writer Evaluation Literary study</p>	<p>My Sister Lives on the Mantelpiece- Annabel Pitcher (Modern Novel)</p> <p><u>Introduce:</u> Craft of the writer - week 4 assessment (presentation of Daniel) Literary study - week 4 assessment (presentation of Daniel) Creative writing - week 9 assessment (simple anecdotal narrative - 'Meeting Someone New') Written accuracy - week 9 assessment (simple anecdotal narrative - 'Meeting Someone New')</p>	<p>Noughts and Crosses- Malorie Blackman (Modern Novel)</p> <p><u>Introduce:</u> Creative writing - week 8 assessment (narrative titled <i>The Outsider</i>) Written accuracy - week 8 assessment (narrative titled <i>The Outsider</i>) Information retrieval Craft of the writer Evaluation Literary study Transactional writing – speech</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</p> <p>Unseen Poetry</p>

	<p>Week 1 writing baseline assessment - OGAT</p> <p>Tales of Myths and Folklore (Texts from historical periods)</p> <p><u>Introduce:</u> Creative Writing - week 4 assessment (description of own mythological character) Written accuracy - week 4 assessment (description of own mythological character) Transactional writing</p>	<p>Information retrieval Evaluation</p> <p>Wanderlust</p> <p>Students read extracts from 18th, 19th and post-1914 seminal world literature to explore lives in other environments. The writers' crafts are then used as a springboard to students' creative writing.</p> <p>Texts covered: Robinson Crusoe Treasure Island Lord of the Flies</p> <p><u>Introduce:</u> Creative writing - week 5 assessment (describing a dream or nightmare island) and week 12 assessment (simple anecdotal narrative - '<i>Skull Island</i>') Written accuracy - week 5 assessment (describing a dream or nightmare island) and week 12 assessment (simple anecdotal narrative - '<i>Skull Island</i>') Information retrieval Craft of the writer Evaluation Literary study</p>	<p>War Poetry</p> <p>Poems covered: War Dirge of the Dead Sisters The Man He Killed Who's for the Game? Anthem for Doomed Youth Exposure Bayonet Charge Kamikaze The Green Beret War Photographer The Sorrow of Sarajevo Remains Poppies</p> <p><u>Introduce:</u> Critical comparison - week 6 assessment (comparison of ideas) and week 10 assessment (comparison of ideas and viewpoint) Craft of the writer Information retrieval Evaluation Literary study Creative writing</p>		
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<p>Autumn 2</p>	<p>Short Stories (Lamb to the Slaughter/ The Landlady/ Man from the South)</p> <p>Revisit: Transactional writing – formal letter - week 15 assessment (letter of confession to the police) Written Accuracy - week 15 assessment (letter of confession to the police) Transactional writing - informal letter Craft of the Writer</p> <p>Asha and the Spirit Bird- Jasbinder Bilan (Modern Novel)</p> <p>Revisit: Evaluation and information retrieval - week 19 assessment (evaluation of Asha’s character in the novel so far) Creative writing - week 30 assessment (simple anecdotal narrative - ‘Write about a time when you lost something’) Written accuracy - week 30 assessment (simple anecdotal narrative - ‘Write about a time when you lost something’) Craft of the writer Literary study</p>	<p>Short Stories (Tell Tale Heart/ The Black Cat)</p> <p>Introduce: Transactional writing – article - week 15 assessment (newspaper article about the murder in <i>Tell Tale Heart</i>) Revisit: Written accuracy - week 15 assessment (newspaper article about the murder in <i>Tell Tale Heart</i>) Craft of the writer</p> <p>Wanderlust *See assessment strand details in Autumn Term 1*</p>	<p>Poet Laureate</p> <p>Students investigate the Poet Laureates’ poems and lives, considering their impact on British society and how their works reflect key issues and values of their time periods.</p> <p>Poems covered: Ode on the Marriage of HRH Prince Charles... Spring Wedding The Long Walk Rings Charge of the Light Brigade Wake up, England! Lord Kitchener Regime Change The Arrest of Oscar Wilde at the Cadogan Hotel Gay Love Something Clicked</p> <p>Extract from <i>The Picture of Dorian Grey</i></p> <p>Revisit: Craft of the writer - week 19 assessment (analysis of <i>Something Clicked</i>) Literary study - week 19 assessment (analysis of <i>Something Clicked</i>) Transactional writing - article</p> <p>War Poetry *See assessment strand details in Autumn Term 1*</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 1B Language Component 1A and 2A</p>	<p>Narrative Writing 1B Transactional Writing 2B Language Component 1A and 2A Walk-through</p> <p>Anthology Poetry 1789 to present day Unseen Poetry</p> <p>Pre- 20th century novel A Christmas Carol</p> <p>November Mock Exam Series</p>
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<p>Spring I</p>	<p>Poems from Different Cultures</p> <p>Poems covered: Blessing Island Man Half-Caste</p> <p>Introduce: <u>Critical comparison</u></p> <p>Revisit: <u>Craft of the writer</u> <u>Literary study</u> - week 18 assessment (presentation of people in <i>Blessing</i>)</p> <p>Asha and the Spirit Bird- Jasbinder Bilan (Modern Novel) *See assessment strand details in Autumn Term 2*</p>	<p>In My Life Poetry</p> <p>Poems covered: Before You Were Mine On my First Son The Schoolboy In Mrs Tilscher's Class Catrin Adolescence, I My father thought it... On forgetting that I am a tree Crabbed Age and Youth The Song of the Old Mother</p> <p>Introduce: <u>Critical comparison</u></p> <p>Revisit: <u>Literary study</u> - week 21 assessment (write about <i>The Song of the Old Mother</i> and its effect on you) <u>Creative writing</u></p> <p>Journey to the River Sea- Eva Ibbotson (Modern Novel)</p> <p>Revisit: <u>Craft of the writer</u> - week 20 assessment (impression of the boy in the canoe) <u>Evaluation</u> and <u>information retrieval</u> - week 28 assessment (thoughts and feelings about Beatrice and Gwendolyn) <u>Literary study</u> <u>Transactional writing – reviews</u> <u>Written accuracy</u></p>	<p>Of Mice and Men- John Steinbeck (Seminal World Literature)</p> <p>Revisit: <u>Transactional writing – letter</u> - week 25 assessment (letter from the perspective of Curley's Wife about life on the ranch) <u>Written accuracy</u> - week 25 assessment (letter from the perspective of Curley's Wife about life on the ranch) <u>Literary study</u> - week 25 assessment (letter from the perspective of Curley's Wife about life on the ranch) <u>Information retrieval</u> <u>Craft of the writer</u></p> <p>Heroes- Robert Cormier (Modern Novel)</p> <p>Revisit: <u>Evaluation</u> - week 23 assessment (thoughts and feelings about Larry LaSalle) <u>Craft of the writer</u> - week 32 assessment (presentation of Francis) <u>Literary study</u> <u>Information retrieval</u></p>	<p>Shakespeare study Macbeth</p> <p>Love and Admiration Poetry Anthology Poetry 1789 to present day</p> <p>Narrative Writing IB</p> <p>Language Component 1A and 2A</p>	<p>Language Component 1A Language Component 2A Narrative Writing IB 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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<p>Spring 2</p>	<p>Private Peaceful- Michael Morpurgo (Modern Novel)</p> <p>Introduce: Spoken language</p> <p>Revisit: Transactional writing – informal letter - week 27 assessment (letter from Tommo to home) Written accuracy - week 27 assessment (letter from Tommo to home) Transactional writing - speech Literary study Information retrieval Craft of the writer Evaluation</p> <p>Asha and the Spirit Bird- Jasbinder Bilan (Modern Novel) *See assessment strand details in Autumn Term 2*</p>	<p>Our World Part 1</p> <p>Students build on ideas introduced as part of the Life curriculum, HMG and MSLOTM to closely examine different aspects of diversity.</p> <p>Introduce: Spoken language</p> <p>Revisit: Transactional writing – speech - week 24 assessment (speech to year 8 about diversity) Written accuracy - week 24 assessment (speech to year 8 about diversity)</p> <p>Journey to the River Sea- Eva Ibbotson (Modern Novel) *See assessment strand details in Spring Term 1*</p>	<p>Of Mice and Men- John Steinbeck (Seminal World Literature)</p> <p>Revisit: Transactional writing – letter - week 25 assessment (letter from the perspective of Curley’s Wife about life on the ranch) Written accuracy - week 25 assessment (letter from the perspective of Curley’s Wife about life on the ranch) Literary study - week 25 assessment (letter from the perspective of Curley’s Wife about life on the ranch) Information retrieval Craft of the writer</p> <p>Heroes- Robert Cormier (Modern Novel)</p> <p>Revisit: Evaluation - week 23 assessment (thoughts and feelings about Larry LaSalle) Craft of the writer - week 32 assessment (presentation of Francis) Literary study Information retrieval</p>	<p>Shakespeare study Macbeth</p> <p>Anthology Poetry 1789 to present day with links to Shakespeare study Macbeth</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</p> <p>Unseen Poetry</p>
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<p>Summer 1</p>	<p>I Mining Heritage Non Fiction</p> <p>Students learn about non-fiction texts that deal with cultural and moral issues as well as building knowledge of local historical events, eg the Miners' Strikes of 1983-1984.</p> <p><u>Revisit:</u> Craft of the writer - week 33 assessment (presentation of mining in <i>The Road to Wigan Pier</i>) Critical comparison Information retrieval Transactional writing – leaflet Written accuracy</p> <p>Asha and the Spirit Bird- Jasbinder Bilan (Modern Novel) *See assessment strand details in Autumn Term 2*</p>	<p>Ghost Boys- Jewell Parker Rhodes (Modern Novel)</p> <p><u>Revisit:</u> Evaluation and information retrieval - week 30 assessment (thoughts and feelings about Jerome) Creative writing Craft of the writer Literary study</p> <p>Journey to the River Sea- Eva Ibbotson (Modern Novel) *See assessment strand details in Spring Term 1*</p>	<p>Strange Case of Dr Jekyll and Mr Hyde- Robert Louis Stevenson (Pre-1914 Novel)</p> <p><u>Revisit:</u> Creative writing - week 34 assessment (first person narrative from the perspective of a character) Literary study - week 34 assessment (first person narrative from the perspective of a character) Written accuracy - week 34 assessment (first person narrative from the perspective of a character) Information retrieval Evaluation Craft of the writer</p> <p>Heroes- Robert Cormier (Modern Novel) *See assessment strand details in Spring Term 2*</p>	<p>20th century Drama An Inspector Calls</p> <p>Anthology Poetry 1789 to present day with links to 20th century Drama An Inspector Calls</p> <p>Language Component 1A and 2A</p> <p>Transactional Writing 2B</p>	<p>GCSE English Literature Component 1 and 2 Summer Examinations</p> <p>GCSE English Language Component 1 and 2 Summer Examinations</p>
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<p>Summer 2</p>	<p>Much Ado About Nothing- William Shakespeare</p> <p>Students use extracts from the play to gain confidence in using Shakespearian language. Work will be done on understanding</p>	<p>Romeo and Juliet- William Shakespeare</p> <p>Students use extracts from the play to gain confidence in using Shakespearian language. Work will be done on understanding plot</p>	<p>Blood Brothers- Willy Russell (Modern Drama)</p> <p>Work will be done on understanding plot and characterisation. The play's themes are used as a springboard</p>	<p>Unseen Poetry</p> <p>Shakespeare study Macbeth consolidation and walk-through</p> <p>20th century Drama An</p>	<p>End of course</p>
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	<p>plot and characterisation. The play's themes are used as a springboard to prepare for a spoken assessment.</p> <p>Revisit: Spoken language - week 38 assessment (presentation on 'What makes healthy relationships?') Literary Study Craft of the writer Transactional writing - speech Written accuracy</p> <p>Asha and the Spirit Bird- Jasbinder Bilan (Modern Novel) *See assessment strand details in Autumn Term 2*</p>	<p>and characterisation. The play's themes are used as a springboard to prepare for a spoken assessment.</p> <p>Revisit: Spoken language – presentation - week 38 assessment (presentation on 'Is conflict the answer?') Literary study Craft of the writer Transactional writing – speech Written accuracy</p> <p>Journey to the River Sea- Eva Ibbotson (Modern Novel) *See assessment strand details in Spring Term 1*</p>	<p>to prepare for a spoken assessment.</p> <p>Revisit: Spoken language – presentation - week 38 assessment (presentation on 'Is it right to have a class system in the UK?') Literary study Creative writing Craft of the writer</p> <p>Crime and Conflict</p> <p>Students read a range of fiction and non-fiction texts to investigate crime writing and famous crimes since the 19th century.</p> <p>Revisit: Evaluation - week 36 assessment (thoughts and feelings about Sherlock Holmes) Information retrieval - week 36 assessment (thoughts and feelings about Sherlock Holmes) Craft of the writer Transactional writing – letter Written accuracy</p>	<p>Inspector Calls consolidation and walk-through</p> <p>Pre- 20th century novel A Christmas Carol consolidation and walk-through</p> <p>Anthology Poetry 1789 to present day consolidation and walk-through</p> <p>Language Component IA and IB Whole Paper Internal Exam</p> <p>Spoken Language Endorsement and Transactional Writing 2B</p>	
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