



ENGLISH

ENGLISH CURRICULUM PROGRESSION PATHWAY:

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. *Following Frankenstein* by Catherine Bruton allows students to consider themes such as friendship and loss of innocence and invites 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 to influence the reader. Additionally, articulating a personal evaluation of a text and considering alternative viewpoints allows students to develop more objective insights into characters and their experiences.

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.

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 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 practising this skill.

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. They cover the skills assessed in Reading (AO 1-4), Writing (AO5-6) and Speaking and Listening (AO7-9). For Key Stage 3 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
- Research

Year	Term 1: Autumn	Term 2: Spring	Term 3: Summer
7	Don't Judge A Book By Its Cover: <i>Following Frankenstein</i> by Catherine Bruton	Expected the Unexpected: <i>Charlie and Me</i> by Mark Lowery	Hopes and Dreams: <i>Romeo and Juliet</i> by William Shakespeare
	<p>Within <i>Following Frankenstein</i>, students explore the theme 'Don't Judge A Book By Its Cover' through the tale of Maggie, whose father is obsessed with capturing Frankenstein's monster. Maggie joins her father on his expedition and meets a variety of characters throughout the voyage. This novel allows students to understand the principles of prejudice and empathy, allowing students to evaluate key concepts, ideas and statements and to share their personal response to issues in the text. Within this topic, students create and present presentations about where they are from, debate around the morals and ethics centred around Nature v Science and use descriptive language to create their own creature. Students are currently studying this novel for the first time in 2022 and feedback from pupils has been extremely positive so far.</p>	<p>Students will explore the theme of 'Expect the Unexpected' through Mark Lowery's <i>Charlie and Me</i>. Within the study of this novel, students will also explore various extracts, poems, playscripts and local literature with a clear link to themes and characters explored in the novel. Students will begin to explore language in greater depth this term, focusing on the importance of analysis to show depth of a clear understanding of the writer's method and the effects achieved. The novel deals with a variety of themes; including loss, identity, fantasy and appearance and reality.</p>	<p>Students will explore the theme of 'Hopes and Dreams' through Shakespeare's <i>Romeo and Juliet</i>. Within the study of the play, students will begin to explore how writers create a sense of mood and atmosphere through exploring symbolism in Literature. Through this introduction to Shakespeare, students will explore the theme of 'hopes and dreams' through a wide variety of texts; such as extracts, poems and nonfiction to broaden the reading experience of our students ahead of Year 8.</p>
	Skills assessed throughout Autumn Term 1 and Autumn Term 2: Information Retrieval (AO1) Craft of the Writer (AO2) Evaluation (AO4)	Skills assessed throughout Spring Term 1 and Spring Term 2: Characterisation (AO5) Descriptive Writing and 'Holding the Moment' (AO5) Technical Accuracy in Writing (AO6) Literary Study (A04)	Skills assessed throughout Spring Term 1 and Spring Term 2: Transactional Writing (AO5) Technical Accuracy in Writing (AO6)

8	From Innocence to Experience: <i>Another Twist in the Tale</i> by Catherine Bruton	The Road Less Travelled: <i>A Midsummer Night's Dream</i> by William Shakespeare	The Other Side of the Pond: American Literature - <i>Of Mice and Men</i> by John Steinbeck
	<p><i>Another Twist in the Tale</i> is a modern retelling of <i>Oliver Twist</i>, centred mainly on the experiences of Oliver's long-lost twin sister, Twill. Through studying this novel, students are introduced to Dickensian London and its rich use of Victorian language, preparing students for their study of our pre-20th century novel <i>A Christmas Carol</i> in KS4. Within the study of this novel, there is a huge emphasis on the importance of texts in context and understanding the intentions of writers in highlighting social issues.</p>	<p>'The Road Less Travelled' explores experiences of coming-of-age in a variety of contexts. Students initially explore this through Shakespeare's <i>A Midsummer Night's Dream</i>, before linking the idea to a host of non-fiction materials to explore the experiences and resilience of fictional characters and inspirational figures further. Students will be encouraged to apply empathy to the experiences and situations they explore, making clear links back to the theme 'Don't Judge A Book By Its Cover,' previously studied in the Autumn Term of Year 7.</p>	<p>In the final term of Year 8, students will study American Literature through the topic title 'The Other Side of the Pond.' Students will explore this theme through the former GCSE Literature text <i>Of Mice and Men</i> by John Steinbeck. This unit will highlight the importance of understanding social and historical text in order to unpick a text and its meaning. Students will study additional materials alongside the novel, making links across a wide range of literary resources.</p>
	Skills assessed throughout Autumn Term 1 and Autumn Term 2: Information Retrieval (AO1) Craft of the Writer (AO2) Evaluation (AO4)	Skills assessed throughout Spring Term 1 and Spring Term 2: Characterisation (AO5) Descriptive Writing and 'Holding the Moment' (AO5) Technical Accuracy in Writing (AO6) Literary Study (AO4)	Skills assessed throughout Spring Term 1 and Spring Term 2: Transactional Writing (AO5) Technical Accuracy in Writing (AO6)
9	<u>Autumn Half Term 1: <i>Our Deeds are Our Monuments: Martyn Pig</i></u> by Kevin Brooks. <i>Martyn Pig</i> is a core text, studied by all Year 9 students. <p><i>Martyn Pig</i> further explores themes of coming of age, identity and the consequences of human actions through Brooks' dark humour. Students will explore the concept of representation and reputation and begin to contribute to discussions around nature vs</p>	<u>Spring Term 1: <i>Something Wicked This Way Comes</i></u> : The Representation of Evil <p>Through exploring the theme of 'Something Wicked This Way Comes,' students will explore the representation of evil across literature, reading a variety of fiction and nonfiction materials across the unit. Students will explore villains in both Classic and Contemporary Literature, questioning the morals of characters and their representation through the 'Craft of the Writer,' a skill</p>	<u>Summer Term 1 and 2: Look On My Works! Societal Issues: Society through Poetry and Nonfiction</u> <p>Students will explore poems from various cultures to explore the representation of society across the world. Students will study poems and nonfiction materials encompassing a range of cultural topics; such topics include gender, sexuality, equality, race, diversity and the economy. The selected resources will provide opportunities for students to engage with the world around us, offering a personal response to topical debates and</p>

	nurture, as well as good and evil. Students will explore the human experience through several linked poems and nonfiction and will be encouraged to articulate a personal response to issues in the text.	studied closely in both English Literature and English Language. Students will explore a broad range of villainous characters such as <i>Dracula</i> , <i>Bill Sykes</i> and <i>Iago</i> .	prompting students to write Transactional pieces around the issues they explore in class.
	<p><u>Autumn Half Term 2: We Wear the Chains We Forge in Life: Victorian England</u> <i>Victorian England</i> Within this study, students will begin to explore life in Victorian Literature in greater detail. Students will explore a range of fiction and non-fiction materials to understand this time period in preparation for their study of <i>A Christmas Carol</i> in Year 10. Students will look at characters such as Havisham (<i>Great Expectations</i>), <i>Mary Barton</i> and <i>Thomas Hardy</i>, as well as exploring the historical context of the rich and poor divide and the historical figures of importance during this period.</p>	<p><u>Spring Term 2: Bees in a Hive: The Turn of the Century</u> In Spring Term 2, students will explore works from the 20th Century through fiction and non-fiction extracts and playscripts. Students will compare works from this period to the former period studied in the previous term (Pre-19th Century), exploring the ‘Turn of the Century’ through various contextual resources. Students will also be exposed to more Contemporary Literature, with a focus on modern works (blog entries, online articles) to discuss views and perspectives around societal issues in the 21st Century.</p>	
	<p>Skills assessed throughout Autumn Term 1 and Autumn Term 2: Information Retrieval (AO1) Craft of the Writer (AO2) Evaluation (AO4)</p>	<p>Skills assessed throughout Autumn Term 1 and Autumn Term 2: Descriptive Writing and ‘Holding the Moment’ (AO5) Technical Accuracy in Writing (AO6) Literary Study (AO4)</p>	<p>Skills assessed throughout Autumn Term 1 and Autumn Term 2: Transactional Writing (AO5) Technical Accuracy in Writing (AO6)</p>
10	<p>Year 10 Exam Plan: <i>Component One English Language: Creative Reading and Creative Writing</i> <i>Component Two English Language: Transactional Reading and Transactional Writing</i> <i>Component One English Literature: Shakespeare (Macbeth) and Anthology Poetry</i> <i>Component Two English Literature: An Inspector Calls, A Christmas Carol and Unseen Poetry</i></p>		

	Autumn:	Spring:	Summer:
	<p><u>Half term 1:</u> Literature: Themes of Nature and Time Passing Language: Narrative writing: No Nonsense Narrative workbook</p> <p><u>Half term 2:</u> Literature: <i>A Christmas Carol</i>: Immersive Reading (Pre-20th Century Novel) Knowledge of entire novel Knowledge of key characters and associated quotes Knowledge of key themes and associated quotes Language: Reading AO1, AO2 and AO4 Component 1 English Language: full reading paper teaching</p>	<p><u>Half term 3:</u> Literature: Poetry (Post-1789): Themes of Power and Place Language: Transactional Writing: Structure of letters, reviews, reports, articles, speeches Reading (AO3)</p> <p><u>Half term 4:</u> Literature: Shakespeare Study -<i>Macbeth</i>: Immersive Reading Plot, Character, Craft of the Writer (AO2) Language: AO2, AO4: Evaluation of Creative and Transactional Reading</p>	<p><u>Half term 5:</u> Literature: Anthology: Love and Relationships Language: AO1, AO2, AO3 and AO4 Reading skills: Component One and Component Two Language Teaching of the full Component Two Language paper</p> <p><u>Half term 6:</u> Literature: 20th Century Drama Study - <i>An Inspector Calls</i>: Immersive Reading <i>Exploding extract questions</i> Language: End of year exams Speaking and Listening assessments</p>
II	<p>Year II Exam Plan: <i>Component One English Language: Creative Reading and Creative Writing</i> <i>Component Two English Language: Transactional Reading and Transactional Writing</i> <i>Component One English Literature: Shakespeare (Macbeth) and Anthology Poetry</i> <i>Component Two English Literature: An Inspector Calls, A Christmas Carol and Unseen Poetry</i></p>		
	Autumn:	Spring:	Summer:
	<p><u>Half term 1:</u> Language: Narrative Writing Reading focus: AO2, AO4 Literature: Macbeth Anthology Poetry <u>Half term 2:</u></p>	<p><u>Half term 3:</u> Language: Transactional Writing: Exploring the structure and format of letters, reviews, reports, articles and speeches Reading focus: AO3 Literature: Poetry Post-1789 - Themes of Power and Place <i>An Inspector Calls</i> - Consolidation of plot, characters and</p>	<p><u>Half term 5:</u> Language: Narrative Writing skills Transactional Writing Walk-through exams of Component One and Two Language Literature: Consolidation of core texts: <i>Macbeth, A Christmas Carol,</i></p>

	<p style="text-align: center;">Language Narrative Writing Reading focus: AO4, AO3</p> <p style="text-align: center;">Literature: Unseen Poetry <i>A Christmas Carol</i></p> <p style="text-align: center;">NOVEMBER MOCK EXAMS: <i>Component One Language: Creative Reading and Writing</i> <i>Component Two Language: Transactional Reading and Writing</i> <i>Component One Literature: Macbeth and Anthology Poetry</i> <i>(Component Two Literature to be completed in March mock period when content has been re-visited)</i></p>	<p style="text-align: center;">themes <u>Half term 4:</u> Language: Consolidation of reading skills across Component One and Two: AO1, AO2, AO3, AO4 Focus on Writing skills and Technical Accuracy: AO5 and AO6</p> <p style="text-align: center;">Literature: <i>Macbeth, A Christmas Carol, An Inspector Calls</i> Poetry Post-1789: Consolidation of themes Walk-through of Literature One and Two</p>	<p style="text-align: center;"><i>An Inspector Calls</i> Poetry Post-1789: Consolidation of themes</p> <p style="text-align: center;">SUMMER EXAM PERIOD</p>
--	---	---	--