



## ENGLISH

### ENGLISH CURRICULUM PROGRESSION PATHWAY:

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

The study of English is crucial in the development of knowledge and skills that are essential to daily life and in making sense of the world around us. English is essentially concerned with communication, whether it be 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 through reading they will tackle a wide range of fiction and non-fiction texts, including poems and plays, 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 will be studied and explored too, such as 'My Sister Lives on the Mantelpiece' allowing students to consider themes such as loss and relationships and they invite discussion and reflection on key moral issues. There will also be opportunities to explore the 'craft of the writer' and how language is used for effect to influence 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 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 concise ideas and opinions, show an understanding of texts, base conclusions on research or evidence and so on. Speaking and listening activities in English are often built around collaborative work; because 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 'Of Mice and Men' by John Steinbeck, the main character chooses to sacrifice his friend's life rather than him going through torture and punishment from the others in society; 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 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 therefore 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 too.

### **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 five half-term assessment points in KS4 that we term Praising Stars©. In Key Stage 3 these are done at the end of each full term. There are interim assessment activities scheduled as summative assessment both during and at the end of topic questions At-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
- Researcher

### CURRICULUM PROGRESSION PATHWAY FOR ENGLISH AT OUTWOOD ACADEMY BISHOPSGARTH

	YEAR 7 (each half term to include written accuracy focus) AO focus in column 1	YEAR 8 (each half term to include written accuracy focus) AO focus in column 1	YEAR 9 (each half term to include written accuracy focus) AO focus in column 1	YEAR 10 (The OGAT Teaching Plan for Language runs throughout the year)	YEAR 11 (OGAT Teaching Plan)

<p>Autumn 1 Information retrieval Craft of the writer Transactional writing (C and O) Written accuracy (VSSSP) Literary study</p>	<p>Traditional Tales</p> <p>Skills</p> <ul style="list-style-type: none"> <li>- Reading the entire text</li> <li>- Focus on plot and character through Information retrieval and Craft of the Writer questions</li> <li>- Develop ideas about context and writer's influences and intentions (Literary Study)</li> <li>- Build in Transactional Writing skills (including Written Accuracy)</li> </ul> <p>ASSESSMENT</p> <ul style="list-style-type: none"> <li>- How does the writer present the character of.....?</li> <li>- Transactional writing task.</li> </ul> <p>Imagine you are ....</p>	<p>My Sister Lives on the Mantelpiece whole text study</p> <p>Skills</p> <p>Reading parts of a whole text or extracts from a selection</p> <ul style="list-style-type: none"> <li>- Focus on plot and character through Information retrieval and Craft of the Writer questions</li> <li>- Develop ideas about context and writer's influences and intentions (Literary Study)</li> <li>- Build in Transactional Writing skills (including Written Accuracy)</li> </ul> <p>ASSESSMENT</p> <ul style="list-style-type: none"> <li>- What impressions does the writer give of.....?</li> <li>- Transactional writing task</li> </ul>	<p>Literary Study - Study of a 20th century novel: Of Mice and Men Skills</p> <ul style="list-style-type: none"> <li>- Reading parts of a whole text or extracts from a selection</li> <li>- Focus on plot and character through Information retrieval and Craft of the Writer questions</li> <li>- Develop ideas about context and writer's influences and intentions (Literary Study)</li> <li>- Build in Transactional Writing skills (including Written Accuracy)</li> </ul>	<p>Poetry post 1789 Themes of Nature and Time Passing</p> <p>Narrative writing No Nonsense Narrative Workbook</p>	<p>Transactional writing Narrative Writing Reading AO2 + AO4 Lit : An Inspector Calls</p>
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	Write a letter to..... explaining...				
Autumn 2 Evaluation Transactional writing (C and O) Written accuracy (VSSSP) Literary study	Literary Study – 20 <sup>th</sup> century novel: Trash Skills - Identify a writer's views (Evaluation) -Make comments on writers' views with explanations -Develop ideas about context and writer's influences and intentions (Literary Study) ASSESSMENT Write about a simple poem commenting on the writer's ideas and use of language (Review)	Shakespeare Study: Romeo and Juliet  Skills Craft of the writer skills -craft of the writer -Literature context (AO3) -Tracking a selection of extracts from a Shakespeare play -Focus on plot and character through Information retrieval/ Craft of the Writer/evaluation questions. -Explain contextual factors where appropriate ASSESSMENT -How does the writer present the character of.....? -(statement)...how far do you agree? -Transactional writing task	Victorian Britain  Skills -Tracking skills -Understand the key ideas - Articulate a personal/critical response based on analysis of details from the text -Build in Transactional Writing skills (including Written Accuracy	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 Component 1 English Language full reading paper teaching	Narrative writing Reading AO4 + AO3 Transactional writing Lit: Macbeth

<p>Spring 1 Creative writing ( C and O) Written accuracy (VSSSP)</p>	<p>Drama text: Frankenstein Skills -Create a simple, anecdotal narrative -Focus on build-up, problem and reaction -Zoom in on key details -Show not tell -Written accuracy to focus on D30, Top Ten and punctuating speech ASSESSMENT Writing a simple narrative (not including opening/resolution ). Title to be decided by HoD</p>	<p>Short Stories</p>	<p>Dystopias First Person Narrative</p>	<p>Poetry post 1789 Themes of power and place  Transactional Writing structure of letters, reviews, reports, articles, speeches Reading AO3</p>	<p>Mock exams Transactional writing Narrative writing Lit: A Christmas Carol</p>
<p>Spring 2 Information retrieval Craft of the writer Creative Writing (C and O) Literary study</p>	<p>Relationships poetry  Skills -Tracking a poem -Information retrieval and Craft of the Writer questions</p>	<p>Drama text: Blood Brothers  Skills -Track a text systematically -Select appropriate evidence -Make inferences</p>	<p>Shakespearean Women  Skills information retrieval Skills -information retrieval -craft of the writer -Literature context</p>	<p>Shakespeare Study - Macbeth inc. plot, character, craft of the writer  Poetry post 1789 Themes of love and relationships</p>	<p>Narrative Writing Transactional writing Comp. 1 + 2 whole papers Lit : unseen poetry</p>



	<ul style="list-style-type: none"> <li>-Develop ideas about context and writer's influences and intentions (Literary Study)</li> <li>-Build in Creative Writing skills (including Written Accuracy)</li> <li>-Be able to describe a scene and zoom in on details using verbs and adverbs</li> </ul>	<ul style="list-style-type: none"> <li>-begin to use the toolkit (verb, adverb, adjective, simile, metaphor etc) effectively.</li> <li>-Use the 'suggests' formula</li> <li>-Identify a writer's views</li> <li>Make comments on writers' views with explanations</li> </ul>	<ul style="list-style-type: none"> <li>- Tracking a selection of extracts from a Shakespeare play</li> <li>- Focus on plot and character through Information retrieval and Craft of the Writer questions.</li> <li>- Explain contextual factors where appropriate</li> </ul>	<p>Reading AO1, AO2, AO3 and AO4</p> <p>Component2 English Language full paper teaching</p>	
<p>Summer 1</p> <p>Craft of the writer</p> <p>Evaluation</p>	<p>Introduction to non-fiction reading and writing</p> <p>Skills</p> <ul style="list-style-type: none"> <li>-Track a text systematically</li> <li>-Select appropriate evidence</li> <li>-Make inferences</li> <li>-Introduce the toolkit (verb, adverb, adjective, simile, metaphor and possibly other methods used in non-fiction - quotation, anecdote, examples - for those</li> </ul>	<p>Non-fiction reading and writing</p> <p>Skills</p> <ul style="list-style-type: none"> <li>-Track a text systematically</li> <li>-Select appropriate evidence</li> <li>-Make inferences</li> <li>-begin to use the toolkit (verb, adverb, adjective, simile, metaphor and possibly other methods used in non-fiction - quotation, anecdote, examples - for more able) effectively.</li> </ul>	<p>Inequality and Class</p> <p>Skills</p> <ul style="list-style-type: none"> <li>-Track a text systematically</li> <li>-Select appropriate evidence</li> <li>-Make inferences</li> <li>-use the toolkit (verb, adverb, adjective, simile, metaphor and possibly other methods used in non-fiction - quotation, anecdote, examples - for more able) effectively</li> <li>-Use the 'suggests' formula</li> </ul>		<p>Revision of:</p> <p>Narrative Writing</p> <p>Transactional writing</p> <p>Comp. 1 + 2 whole papers</p> <p>Literature texts</p>

	<p>likely to achieve Excelling)</p> <ul style="list-style-type: none"> <li>-Use the 'suggests' formula</li> <li>-Identify a writer's views (Evaluation)</li> <li>-Make comments on writers' views with explanations</li> </ul> <p>ASSESSMENT</p> <p>Students answer a Craft of the Writer question and an Evaluation question on an appropriate modern text</p>	<ul style="list-style-type: none"> <li>-Use the 'suggests' formula</li> <li>-Identify a writer's views (Evaluation)</li> </ul> <p>Make comments on writers' views with explanations</p>	<ul style="list-style-type: none"> <li>-Identify a writer's views</li> <li>- Make comments on writers' views with explanations/analysis</li> </ul> <p>ASSESSMENT</p> <p>Students answer a writer's craft question and an evaluation question on an appropriate modern text</p>		
<p>Summer 2</p> <p>Transactional writing (C and O)</p> <p>Creative writing (C and O)</p> <p>Written accuracy (VSSSP)</p>	<p>Shakespeare study: The Tempest</p> <p>Skills</p> <ul style="list-style-type: none"> <li>-Planning strategies (see 'Teaching Writing') for developing content and organisation of informal letters and speeches</li> <li>-Development of paragraphs using topic sentences and building upon these</li> </ul>	<p>War Poetry</p> <p>Skills</p> <ul style="list-style-type: none"> <li>-Planning strategies (see 'Teaching Writing') for developing content and organisation of informal letters and speeches</li> <li>-Development of paragraphs using topic sentences and building upon these</li> <li>-Written accuracy and proof-reading for VSSPS</li> </ul> <p>Create a simple narrative</p>	<p>Disturbed Minds Poetry</p> <p>Skills</p> <ul style="list-style-type: none"> <li>-Planning strategies (see 'Teaching Writing') for developing content and organisation of informal letters and speeches</li> <li>-Development of paragraphs using topic sentences and building upon these</li> <li>-Written accuracy and proof-reading for VSSPS</li> </ul>	<p>20th century Drama Text Study: An Inspector Calls</p> <p>Exploding extract questions</p> <p>End of year exams in English Language and English Literature</p>	

	<p>-Written accuracy and proof-reading for VSSPS</p> <p>Create a simple, anecdotal narrative</p> <p>-Focus on build-up, problem and reaction</p> <p>-Zoom in on key details</p> <p>-Show not tell</p> <p>-Written accuracy to focus on D30, Top Ten and punctuating speech</p> <p>ASSESSMENT</p> <p>-Students write a speech or informal letter - title decided by HoD</p> <p>-Writing a simple narrative (not including opening/resolution). Title to be decided by HoD</p>	<p>-Focus on build-up, problem, reaction and resolution.</p> <p>-Zoom in on key details</p> <p>ASSESSMENT</p> <p>-Students write a speech or informal letter - title decided by HoD</p> <p>-Writing a simple narrative. Title to be decided by HoD</p>	<p>Create an effective narrative</p> <p>-focus on crafting a complete piece</p> <p>-Zoom in on key details</p> <p>-Show not tell</p>		
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