



## 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 'Boy 87' allow students to consider themes such as friendship 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 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 ideas

and opinions concisely, 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 'Of Mice and Men' by John Steinbeck, one of the main characters chooses to sacrifice another person's life to save them from a terrible fate, 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 which form the basis of assessment at GCSE. They cover the skills assessed in Reading (AO1-4), Writing (AO5-6) and Speaking and Listening (AO7-9). There are 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
- Research

# CURRICULUM PROGRESSION PATHWAY FOR ENGLISH AT OUTWOOD ACADEMY BYDALES

	<b>Year 7</b> (each half term to include written accuracy focus)  AO focus in column 1	<b>Year 8</b> (each half term to include written accuracy focus)  AO focus in column 1	<b>Year 9</b> (each half term to include written accuracy focus)  AO focus in column 1	<b>Year 10</b> The OGAT Teaching Plan for Language and Literature runs throughout the year	<b>Year 11</b> The OGAT Teaching Plan for Language and Literature runs throughout the year
<b>Autumn 1</b>	<b>Literary Study: 'Asha and the Spirit Bird'</b>	<b>Literary Study: 'Of Mice and Men'</b>	<b>Literary Study: Gothic Horror: Dr Jekyll and Mr Hyde</b>	<b>English Literature: Poems from the Anthology: War and Loss</b>	<b>English Language:</b>
Information retrieval	<b>Skills</b> <ul style="list-style-type: none"><li>• Reading the entire text</li><li>• Focus on plot and character through <u>Information retrieval</u> and <u>Craft of the Writer</u> questions</li><li>• Develop ideas about context and writer's influences and intentions (<u>Literary Study</u>)</li><li>• Build in <u>Transactional Writing</u> skills (including <u>Written Accuracy</u>)</li></ul>	<b>Skills</b> <ul style="list-style-type: none"><li>• Reading a whole text</li><li>• Focus on plot and character through <u>Information retrieval</u> and <u>Craft of the Writer</u> questions</li><li>• Develop ideas about context and writer's influences and intentions (<u>Literary Study</u>)</li></ul>	<b>Skills</b> <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 <u>Information retrieval</u> and <u>Craft of the Writer</u> questions</li><li>• Develop ideas about context and writer's influences and intentions (<u>Literary Study</u>)</li></ul>	<b>Poetry</b> <ul style="list-style-type: none"><li>• A Wife in London</li><li>• The Soldier</li><li>• Dulce et Decorum Est</li><li>• Mametz Wood</li></ul>	<ul style="list-style-type: none"><li>• Reading AO2 and AO4 Craft of the Writer and Evaluation</li><li>• Narrative Writing AO5 and AO6</li><li>• Transactional Writing</li></ul>
Craft of the writer					
Transactional writing (content & organisation)				<b>Pre-20<sup>th</sup> Century Novel: A Christmas Carol</b> <ul style="list-style-type: none"><li>• Knowledge of entire novel</li><li>• Knowledge of key characters and associated quotes</li><li>• Knowledge of key themes and associated quotes</li></ul>	Walk through mock CI only. Megan in London paper. Reading section only.
Written accuracy (VSSPS)		<b>Assessment</b> <ul style="list-style-type: none"><li>• How is Lennie presented as an outsider in 'Of Mice and Men'?</li></ul>	<b>Assessment</b> <ul style="list-style-type: none"><li>• How does the writer create a vivid image of Count Dracula?</li><li>• Which conventions of the gothic are evident in Dr Jekyll and Mr Hyde?</li></ul>	<b>English Language</b> <ul style="list-style-type: none"><li>• Reading AO1 and AO2: Information retrieval and 'Craft of the Writer'</li><li>• Writing AO5 and AO6: Narrative writing</li></ul>	<b>English Literature:</b>  <b>Unseen poetry</b> <ul style="list-style-type: none"><li>• City Lilacs and Huw's Farm</li></ul>
Literary Study	<b>Assessment</b> <ul style="list-style-type: none"><li>• How does the writer present the character of.....?</li><li>• Transactional writing task. Imagine you are .... Write a letter to..... explaining...</li></ul>				<b>Shakespeare: Macbeth</b> <ul style="list-style-type: none"><li>• Slaughter extract</li><li>• Essay question on the relationship between Macbeth and Lady Macbeth</li></ul>



<b>Autumn 2 Evaluation</b>  Transactional writing (content & organisation)  Literary Study	<b>Shakespeare Study: A Midsummer Night's Dream</b>  As Autumn 1+ evaluation	<b>Literary Study: The Curious Incident of the Dog in the Nighttime</b>  As Autumn 1 + transactional writing.  <b>Assessment</b> <ul style="list-style-type: none"> <li>Transactional Writing - article</li> </ul>	<b>Literary Study: The Woman in Black</b>  <b>Skills</b> <ul style="list-style-type: none"> <li>Tracking skills</li> <li>Understand the key ideas</li> <li>Articulate a personal/critical response based on analysis of details from the text</li> <li>Creative writing</li> </ul> <b>Assessment</b> <ul style="list-style-type: none"> <li>Creative writing</li> </ul>	<b>English Literature</b>  <b>Pre-20<sup>th</sup> Century Novel: 'A Christmas Carol' &amp; associated poems</b> <ul style="list-style-type: none"> <li>London</li> <li>To Autumn</li> <li>As Imperceptibly as Grief</li> <li>Excerpt from The Prelude</li> </ul> <b>Poems from the Anthology:</b>  <b>Love and Admiration</b> <ul style="list-style-type: none"> <li>Sonnet 43</li> <li>Cozy Apologia</li> <li>Death of a Naturalist</li> <li>Afternoons</li> </ul> <b>English Language</b> <ul style="list-style-type: none"> <li>Writing AO5 and AO6: Narrative writing</li> <li>Reading AO4: Evaluate</li> <li>Consolidation of AO1 and AO2</li> </ul>	<b>English Language</b>  <b>Reading</b> <ul style="list-style-type: none"> <li>Niagara -walk through. Section A only</li> <li>Specific focus on Q15 and Q16</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>No nonsense narrative</li> <li>AO5 and AO6</li> <li>Report Writing</li> </ul> <b>English Literature</b> <ul style="list-style-type: none"> <li>Poems from the Anthology</li> <li>Pre-20th Century Novel: A Christmas Carol</li> </ul>
<b>Spring 1</b>  Creative writing (content & organisation)	<b>Literary Study: Detective Fiction</b>  <b>Skills</b> <ul style="list-style-type: none"> <li>Information Retrieval</li> <li>Craft of the Writer</li> </ul> <b>Assessment</b>	<b>Literary Study: Poetry - Love and Devotion</b>  <b>Skills</b> <ul style="list-style-type: none"> <li>Track a text</li> <li>Understand the key ideas</li> <li>Articulate a personal/critical response</li> </ul>	<b>Creative Writing: Conflict and Nature</b>  <b>Skills</b> <ul style="list-style-type: none"> <li>Create a narrative</li> <li>Focus on build-up, problem and reaction</li> <li>Zoom in on key details</li> <li>Show not tell</li> </ul>	<b>English Literature: Shakespeare Play: 'Macbeth'</b> <ul style="list-style-type: none"> <li>Plot, character, craft of the writer</li> </ul>	<b>English Language</b> <ul style="list-style-type: none"> <li>Reading full paper C1 Section A</li> <li>Reading full paper C2</li> <li>Section A</li> </ul>

Written accuracy (VSSPS)	<ul style="list-style-type: none"> <li>Craft of the writer: analysing the presentation of Sherlock Holmes' character from an extract.</li> </ul>	<p>based on analysis of details from the text</p> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Write about a previously unseen poem: Bright Star by John Keats</li> </ul>	<ul style="list-style-type: none"> <li>Written accuracy to focus on D30, Top Ten and punctuating speech</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Write a simple narrative with a clear focus on holding the moment and zooming in.</li> </ul>	<p><b>English Language:</b></p> <ul style="list-style-type: none"> <li>Writing AO5 and AO6: Narrative writing, Transactional Writing (formal letter)</li> <li>Reading AO3 and AO4: Compare and Evaluate</li> </ul>	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Full narrative story-AO5 and AO6</li> <li>Transactional task-article.</li> <li>Double transactional KIP</li> </ul> <p><b>English Literature</b></p> <ul style="list-style-type: none"> <li>An Inspector Calls-character analysis</li> <li>Anthology Poetry Consolidation</li> <li>Shakespeare essay</li> </ul>
<p><b>Spring 2</b></p> <p>Information retrieval</p> <p>Craft of the writer</p> <p>Literary study</p> <p>Creative Writing (Content &amp; Organisation)</p>	<p><b>Non-Fiction Reading and Writing: True Crime</b></p> <p><b>Skills</b></p> <p>Information retrieval Craft of the writer Evaluation</p> <ul style="list-style-type: none"> <li>Tracking a selection of non-fiction texts.</li> </ul> <p><b>Assessment</b></p> <p>Evaluation: 'Sir Robert Peel was a man to be admired.' How far do you agree with this statement? (Focus on I think/ I feel/ in my opinion)</p>	<p><b>Art of the Writer's Craft</b></p> <p><b>Skills</b></p> <p>Information retrieval Craft of the writer Literature context</p> <ul style="list-style-type: none"> <li>Tracking a selection of extracts</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><b>Assessment</b></p> <ul style="list-style-type: none"> <li>How does the writer present the character of.....?</li> </ul>	<p><b>Conflict and Nature in War Poetry</b></p> <p><b>Skills</b></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> <li>Identify a writer's views</li> <li>Make comments on writers' views with explanations/analysis</li> </ul>	<p><b>English Literature Shakespeare: Macbeth</b></p> <p>Plot, character, craft of the writer</p> <p><b>Post-1914 Prose: An Inspector Calls by J.B.Priestley and associated poem</b></p> <p>Plot, character, craft of the writer</p> <p>Associated poems:</p> <ul style="list-style-type: none"> <li>Living Space</li> <li>Valentine</li> <li>The Manhunt</li> </ul> <p><b>English Language</b></p> <ul style="list-style-type: none"> <li>Writing AO5 and AO6: Transactional Writing (formal letter, article)</li> </ul>	<p><b>English Language</b></p> <p>Reading and writing full paper (Summer 2022 paper) C1 and C2</p> <p>Transactional writing-article writing Narrative writing</p> <p>Reading Component 1 and 2 Section A only Double transactional report and talk</p> <p><b>English Literature</b></p> <ul style="list-style-type: none"> <li>Unseen Poetry comparison essay</li> <li>An Inspector Calls-themes</li> <li>A Christmas Carol</li> </ul>



		<ul style="list-style-type: none"> <li>• Creative writing task</li> </ul>	<b>Assessment</b> <ul style="list-style-type: none"> <li>• How do the poets present the theme of...? (Comparison task.)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading AO1, AO2 and AO4: Full Component 1 Paper</li> </ul>	
<b>Summer 1</b>  Craft of the writer  Evaluation	<b>Literary Study: Boy 87</b>  <b>Skills</b> <ul style="list-style-type: none"> <li>• Tracking an extract</li> <li>• Focus on plot, character, and empathy through <u>Information retrieval</u> and <u>Craft of the Writer</u> questions</li> <li>• Develop ideas about context and writer's influences and intentions (<u>Literary Study</u>)</li> <li>• Build in <u>Creative Writing</u> skills (including <u>Written Accuracy</u>)</li> <li>• Be able to describe a scene and zoom in on details using verbs and adverbs</li> </ul> <b>Assessment</b> <ul style="list-style-type: none"> <li>• How does the writer create empathy?</li> <li>• Writing a first person, present tense narrative.</li> </ul>	<b>Shakespeare Study: 'The Tempest'</b>  <b>Skills</b> <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> <li>• Use the 'suggests' formula</li> <li>• Identify a writer's views</li> <li>• Make comments on writers' views with explanations</li> </ul> <b>Assessment</b> <ul style="list-style-type: none"> <li>• Creative writing: students to write their own utopian fiction.</li> </ul>	<b>Shakespeare Study: Romeo and Juliet</b>  <b>Skills</b> <ul style="list-style-type: none"> <li>• Information retrieval</li> <li>• Literature context</li> <li>• Tracking a selection of extracts from a Shakespeare's plays</li> <li>• Focus on the portrayal of rebellion in the play</li> <li>• Explain contextual factors where appropriate</li> </ul> <b>Assessment</b> <ul style="list-style-type: none"> <li>• Transactional Writing</li> </ul>	<b>English Literature</b>  <b>Post-1914 Prose: An Inspector Calls by J.B. Priestley and associated poems</b>  Plot, character, craft of the writer Associated poems: <ul style="list-style-type: none"> <li>• Living Space</li> <li>• Valentine</li> <li>• The Manhunt</li> </ul> <b>English Language</b> <ul style="list-style-type: none"> <li>• AO1, AO2 and AO4: Component 1 full paper</li> <li>• AO5 and AO6: Narrative Writing and Transactional writing (speeches)</li> </ul>	<b>Revision of:</b> <ul style="list-style-type: none"> <li>• Narrative Writing</li> <li>• Transactional writing</li> <li>• Comp. 1 + 2 whole papers</li> <li>• Literature texts</li> </ul>

<p><b>Summer 2</b></p> <p>Transactional writing (Content &amp; Organisation)</p> <p>Creative Writing</p> <p><b>Written accuracy</b> (VSSPS)</p>	<p><b>Poems from Other Cultures</b></p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Study a range of poetry from a diverse selection of cultural backgrounds</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Literary Study - students write about a poem.</li> </ul>	<p><b>Literary Study: Animal Farm</b></p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Planning strategies for transactional writing</li> <li>• Development of paragraphs using topic sentences and building upon these</li> <li>• Written accuracy and proof-reading</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Students write a speech or informal letter</li> </ul>	<p><b>Literary Study 'Oranges are Not the Only Fruit'</b></p> <ul style="list-style-type: none"> <li>• Tracking skills</li> <li>• Understand the key ideas and characters</li> <li>• Transactional writing - focus on developing ideas and written accuracy</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Transactional Writing</li> </ul>	<p><b>End of year exams in English Language and English Literature</b></p> <ul style="list-style-type: none"> <li>• Revision and consolidation of Literature texts</li> <li>• Spoken language presentations</li> </ul>	
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