



## 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. More modern texts, such as 'The Curious Incident of the Dog in the Night-time' allow students to consider themes such as difference and relationships 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.

### **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 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
- Research

**CURRICULUM PROGRESSION PATHWAY FOR ENGLISH AT OUTWOOD ACADEMY REDCAR**

	<b>YEAR 7</b> (each half term to include written accuracy focus) <b>AO focus in column 1</b>	<b>YEAR 8</b> (each half term to include written accuracy focus) <b>AO focus in column 1</b>	<b>YEAR 9</b> (each half term to include written accuracy focus) <b>AO focus in column 1</b>	<b>YEAR 10</b> (OGAT Teaching Plan for Language and Literature)	<b>YEAR 11</b> (OGAT Teaching Plan for Language and Literature)
<b>Autumn 1</b>  <b>Information retrieval</b>  <b>Craft of the writer</b>  <b>Transactional writing (C and O)</b>  <b>Written accuracy (VSSSP)</b>  <b>Literary study</b>	Novel 'The Many Worlds of Albie Bright' <b>Skills</b> -Reading the entire text -Focus on plot and character through <u>Information retrieval</u> and <u>Craft of the Writer</u> questions -Develop ideas about context and writer's influences and intentions ( <u>Literary Study</u> ) -Build in <u>Transactional Writing</u> skills (including <u>Written Accuracy</u> ) <b>ASSESSMENT</b> <ul style="list-style-type: none"> <li>• How does the writer present the character of.....?</li> <li>• Transactional writing task.</li> </ul> Imagine you are ....	Novel – 'The Curious Incident of the Dog in the Night-Time' <b>Skills</b> -Reading parts of a whole text or extracts from a selection -Focus on plot and character through <u>Information retrieval</u> and <u>Craft of the Writer</u> questions -Develop ideas about context and writer's influences and intentions ( <u>Literary Study</u> ) <b>ASSESSMENT</b> -What impressions does the writer give of ... -Write a letter ...	<i>Literary Study</i> – Shakespeare <b>Skills</b> -Information retrieval -Craft of the writer -Literature context (AO3) -Tracking a selection of extracts from Shakespeare plays -Focus on plot and character through Information retrieval and Craft of the Writer questions. -Explain contextual factors where appropriate <b>ASSESSMENT</b> A CREATIVE WRITING PIECE based on a character or setting	<b>Poetry post 1789</b>  Themes of Nature and Time Passing  <b>Narrative writing</b>  No Nonsense Narrative Workbook  Power and Place Poetry  Fiction and Non-fiction extract study	<b>Transactional writing</b>  <b>Narrative Writing</b>  <b>Reading AO2 + AO4</b>  <b>Lit : Macbeth</b>  <b>Lit: Unseen Poetry</b>

	Write a letter to..... explaining...				
<b>Autumn 2 Evaluation</b> <b>Transactional writing (C and O)</b> <b>Written accuracy (VSSSP)</b> <b>Literary Study</b>	Literary Study – Shakespeare ‘A Midsummer Night’s Dream’ <b>Skills</b> -Tracking an extract -Focus on plot, character and audience response (enjoyment) through <u>Information retrieval</u> and <u>Evaluation</u> questions -Develop ideas about context and writer’s influences and intentions ( <u>Literary Study</u> ) -Build in Transactional <u>Writing</u> skills (including <u>Written Accuracy</u> ) -Be able to write in role as Helena creating a believable voice <b>ASSESSMENT-</b> The character of... is a .. character. How far do you agree with this statement? -Transactional writing task: Write a letter	Literary Study – Shakespeare: ‘Romeo and Juliet’ <b>Skills</b> -Information retrieval -Evaluation -Literature context -Tracking a selection of extracts from a Shakespeare play -Focus on plot and character development/audience response through Information retrieval and evaluation questions. -Explain contextual factors where appropriate <b>ASSESSMENT</b> -Shakespeare presents....How far do you agree? -Creative writing task	Crime Scheme (Victorian Crime – Sherlock Holmes/Jack the Ripper/Robert Peel/The Ballad of Charlotte Dymond. True Crime: sensationalist criminals – The Krays, Peaky Blinders, The Godfather. )  <b>Skills</b> -Tracking skills -Understand the key ideas - Articulate a personal/critical response based on analysis of details from the text -Build in <u>Transactional Writing</u> skills (including <u>Written Accuracy</u> ) <b>ASSESSMENT</b> Newspaper article	<b>Pre- 20<sup>th</sup> Century Novel: A Christmas Carol</b>  Knowledge of entire novel  Knowledge of key characters and associated quotes  Knowledge of key themes and associated quotes  <b>Reading AO1, AO2 and AO4</b>  <b>Component I English Language full reading paper teaching</b>	<b>Narrative writing</b> <b>Reading AO3</b> <b>Component 2 - whole paper</b> <b>Transactional writing</b> <b>Lit: Macbeth</b> <b>Lit: A Christmas Carol</b> <b>Lit: Blood Brothers</b>

<p><b>Spring 1</b></p> <p><b>Creative writing ( C and O)</b></p> <p><b>Written accuracy (VSSSP)</b></p>	<p>Once Upon a Time... History of Storytelling and Folklore</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>-Create a simple, anecdotal narrative</li> <li>-Focus on build-up, problem and reaction</li> <li>-Zoom in on key details</li> <li>-Show not tell</li> <li>-Written accuracy to focus on D30, Top Ten and punctuating speech</li> </ul> <p><b>ASSESSMENT</b></p> <p>Writing a simple narrative (not including opening/resolution in year 7).</p>	<p>Sci-Fi/STEM</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>-Create a simple narrative</li> <li>-Focus on build-up, problem, reaction and resolution</li> <li>-Zoom in on key details</li> <li>-Show not tell</li> <li>-Written accuracy to focus on D30, Top Ten and punctuating speech</li> </ul> <p><b>ASSESSMENT</b></p> <p>Writing a simple narrative</p>	<p>Heroes and Villains Scheme (<i>Frankenstein, The Hunger Games, Lord of the Rings, Jungle Book, Peter Pan, Matilda, Harry Potter, Atticus Finch</i>)</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>-Create an effective narrative</li> <li>-Focus on crafting a complete piece</li> <li>-Zoom in on key details</li> <li>-Show not tell</li> <li>-Written accuracy to focus on D30, Top Ten and punctuating speech</li> </ul> <p><b>ASSESSMENT</b></p> <p><b>Create a complete narrative</b></p>	<p><b>Poetry post 1789</b></p> <p>Themes of power and place</p> <p><b>Transactional Writing</b></p> <p>structure of letters, reviews, reports, articles, speeches</p> <p>Reading AO3</p>	<p><b>Mock exams</b></p> <p><b>Transactional writing</b></p> <p><b>Narrative writing</b></p> <p><b>Lit: Blood Brothers</b></p> <p><b>Lit: Macbeth</b></p>
<p><b>Spring 2</b></p> <p><b>Information Retrieval</b></p> <p><b>Craft of the writer</b></p> <p><b>Evaluation</b></p> <p><b>Transactional writing (C and O)</b></p> <p><b>Creative writing (C and O)</b></p>	<p>Horrible Histories - a range of fiction and non-fiction texts</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Tracking an extract/text</li> <li>- Focus on meaning and comprehension</li> <li>- Develop ideas about context and writer's influences and intentions</li> <li>- Be able to describe a scene and zoom in on details using verbs and adverbs</li> </ul>	<p>A Night at the Theatre!</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Reading parts of a whole text or extracts from a selection</li> <li>-Focus on meaning and comprehension</li> <li>-Develop ideas about context and writer's influences and intentions</li> <li>-Be able to describe a scene and zoom in on details using verbs and adverbs</li> </ul>	<p>Disturbing Voices - Gothic</p> <p><b>Skills</b></p> <p>Reading parts of a whole text or extracts from a selection</p> <ul style="list-style-type: none"> <li>-Focus on meaning and comprehension</li> <li>-Develop ideas about context and writer's influences and intentions</li> </ul> <p><b>ASSESSMENT</b></p> <p>-Explore the way Dickens creates a disturbing character through Miss Havisham. OR</p>	<p><b>Poetry post 1789</b></p> <p>Themes of power and place</p> <p><b>Transactional Writing</b></p> <p>structure of letters, reviews, reports, articles, speeches</p> <p>Reading AO3</p>	<p><b>Mock exams</b></p> <p><b>Transactional writing</b></p> <p><b>Narrative writing</b></p> <p><b>Lit: Blood Brothers</b></p> <p><b>Lit: Macbeth</b></p>

	<p><b>ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>-How does the writer present Henry VIII in the article?</li> <li>- Creative writing task: Write about a time you felt justified in breaking the rules.</li> </ul>	<p><b>ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>- Macavity The Mystery Cat by TS Elliot - How is Macavity presented in the poem?</li> <li>- Descriptive writing based on an image</li> </ul>	<ul style="list-style-type: none"> <li>-The Woman in Black is justified in taking revenge. How far do you agree with this statement?</li> </ul>		
<p><b>Summer I</b></p> <p><b>Craft of the writer</b></p> <p><b>Evaluation</b></p>	<p>Planet Earth (Reading Non-Fiction focus)</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>- Identify and comment on a writer’s methods</li> </ul> <p>-Identify a writer’s views (<u>Evaluation</u>)</p> <p>-Make comments on writers’ views with explanations</p> <p><b>ASSESSMENT</b></p> <p>Students answer a <u>Craft of the Writer</u> question and an <u>Evaluation</u> question</p>	<p>The MIGHTY Redcar (local literature – mostly non-fiction)</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>-Identify and comment on a writer’s methods</li> </ul> <p>-Identify a writer’s views</p> <p>Make comments on writers’ views with explanations</p> <p><b>ASSESSMENT</b></p> <p>Students answer a writer’s craft question and an evaluation question</p>	<p>War and Conflict</p> <p><b>Skills</b></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 <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> <p><b>ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>-Explore the way war is presented in.....</li> </ul>		<p><b>Revision of:</b></p> <p><b>Narrative Writing</b></p> <p><b>Transactional writing</b></p> <p><b>Comp. 1 + 2 whole papers</b></p> <p><b>Literature texts (Macbeth, A Christmas Carol and Blood Brothers)</b></p>

<p><b>Summer 2</b></p> <p><b>Transactional writing (C and O)</b></p> <p><b>Creative writing (C and O)</b></p> <p><b>Written accuracy (VSSSP)</b></p> <p><b>Literary Study</b></p>	<p>Be Happy: Be Healthy (to include the study of 'Wonder' by R J Palacio)</p> <p><b>Skills</b></p> <p>-Planning strategies (see 'Teaching Writing') for developing <u>content and organisation</u> of informal letters and speeches</p> <p>-Development of paragraphs using topic sentences and building upon these</p> <p>-Written accuracy and proof-reading for <u>VSSPS</u></p> <p><b>ASSESSMENT</b></p> <p>Students write a speech</p>	<p>What a Wonderful World (Texts from Other Cultures and also the study of 'My Sister Lives on the Mantelpiece' by Annabel Pitcher)</p> <p><b>Skills</b></p> <p>-Planning strategies (see 'Teaching Writing') for developing <u>content and organisation</u> of informal letters and speeches</p> <p>-Development of paragraphs using topic sentences and building upon these</p> <p>-Written accuracy and proof-reading for <u>VSSPS</u></p> <p><b>ASSESSMENT</b></p> <p>-Students write a narrative</p> <p>-Write an article</p>	<p>Modern Drama</p> <p><b>Skills</b></p> <p>-Planning strategies (see 'Teaching Writing') for developing <u>content and organisation</u> of informal letters and speeches</p> <p>-Development of paragraphs using topic sentences and building upon these</p> <p>-Written accuracy and proof-reading for <u>VSSPS</u></p> <p>Create a narrative</p> <p>-Focus on crafting a complete piece</p> <p>-Zoom in on key details</p> <p>-Show not tell</p> <p><b>ASSESSMENT</b></p> <p>Explore the relationship between.....at different points in the play</p>	<p><b>20th century Drama Text Study: An Inspector Calls</b></p> <p>Exploding extract questions</p> <p><b>End of year 10 exams in English Language and English Literature</b></p>	
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