



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 'Ghost Boys' allow students to consider themes such as racism, differences 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 themes, character and situation.

We believe that the curriculum time given to English in Outwood Academy Redcar 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 concise 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 assessment points each year that we term Praising Stars©. For KS3 these are termly and for KS4 these are every half term. 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

	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 (OGAT Teaching Plan for Language and Literature)	YEAR 11 (OGAT Teaching Plan for Language and Literature)
<p>Autumn</p> <p>Information retrieval</p> <p>Craft of the writer</p> <p>Transactional writing (C and O)</p> <p>Written accuracy (VSSSP)</p> <p>Literary study</p>	<p>Literary Study - <i>The Many Worlds of Albie Bright</i></p> <p>Students will study the novel and address several different themes including grief, science-fiction, bullying, parental relationships. Additional content will be taken from Classic literature (Macbeth) contemporary YA Literature (A Monster Calls) and Science Fiction Short Stories and poetry. We will also draw on non-fiction subjects such as Quantum Physics, Space travel, grief and bullying.</p> <p>Knowledge</p> <ul style="list-style-type: none"> -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>) 	<p>Literary Study - <i>Ghost Boys</i></p> <p>Students will study the novel with a focus on how the writer uses language to influence the way we see characters and social issues. Students will also be encouraged to make links to contextual information around race and civil rights in the USA and how this can also influence our understanding of a text.</p> <p>Knowledge</p> <ul style="list-style-type: none"> -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>) 	<p>Literary Study - <i>Of Mice and Men</i></p> <p>Students will study the novel with a focus on themes such as relationships and inequality. Additional content will include contextual information around racism and civil rights as we develop our understanding of how these factors influence our reading of a novel.</p> <p>Knowledge</p> <ul style="list-style-type: none"> -Information retrieval -Craft of the writer -Literature context (AO3) -Focus on plot and character through Information retrieval and Craft of the Writer questions. -Explain contextual factors where appropriate 	<p>English language</p> <p>Using a range of extracts and stimuli, students will develop their knowledge of the following:</p> <ul style="list-style-type: none"> - AO1 information retrieval - AO2 craft of the writer - Narrative writing - Transactional writing - Technical accuracy <p>English Literature</p> <p>Anthology poetry, the 'war and loss' cluster:</p> <ul style="list-style-type: none"> - A Wife in London - The Soldier - Dulce et Decorum Est - Mamez Wood <p>Pre- 20th Century Novel: A Christmas Carol by Charles Dickens</p> <ul style="list-style-type: none"> - An immersive read of the novella - Knowledge of key characters and associated quotes - Knowledge of key themes and associated quotes - Knowledge of context of the novella 	<p>English language</p> <p>Using a range of extracts and stimuli, students will consolidate their knowledge of the following:</p> <ul style="list-style-type: none"> - AO1 information retrieval - AO2 craft of the writer - AO3 comparing texts - AO4 evaluation - Narrative writing - Transactional writing - Technical accuracy <p>English literature</p> <p>Consolidation of component 1 literature texts:</p> <ul style="list-style-type: none"> - Macbeth - Anthology Poetry

	<p>ASSESSMENT ARE Assessments: Information Retrieval, Writer's Craft (Autumn 1) and Creative Writing (Autumn 2) with an emphasis on scene setting.</p>	<p>ASSESSMENT ARE Assessments: Information Retrieval, (Autumn 1)</p>	<p>ASSESSMENT ARE Assessments: Writer's Craft (Autumn 1)</p>	<ul style="list-style-type: none"> - Associated poems including London, To Autumn and As Imperceptibly as Grief 	
<p>Autumn 2</p> <p>Evaluation</p> <p>Transactional writing (C and O)</p> <p>Written accuracy (VSSSP)</p> <p>Literary Study</p>		<p>Protest Poetry</p> <p>Students can look at a range of international and cultural issues through poetry, exploring how a poet uses language to convey messages and anxieties.</p>	<p>Poet Laureates</p> <p>Students study how different poet laureates have reflected British Values and identity over time.</p>	<p>English language</p> <p>Using a range of extracts and stimuli, students will develop their knowledge of the following:</p> <ul style="list-style-type: none"> - AO1 information retrieval - AO2 craft of the writer - AO3 comparing texts - AO4 evaluation - Narrative writing - Technical accuracy <p>English Literature</p> <p>Pre- 20th Century Novel: A Christmas Carol by Charles Dickens (continued)</p> <ul style="list-style-type: none"> - Knowledge of key characters and associated quotes - Knowledge of key themes and associated quotes - Knowledge of context of the novella - Associated poems including The Prelude <p>Anthology poetry, the 'love and relationships' cluster:</p> <ul style="list-style-type: none"> - Sonnet 43 - Cozy Apologia - Death of a Naturalist - Afternoons 	<p>English language</p> <p>Using a range of extracts and stimuli, students will consolidate their knowledge of the following:</p> <ul style="list-style-type: none"> - AO1 information retrieval - AO2 craft of the writer - AO3 comparing texts - AO4 evaluation - Narrative writing - Transactional writing - Technical accuracy <p>English literature</p> <p>Consolidation of component 2 literature texts:</p> <ul style="list-style-type: none"> - An Inspector Calls - A Christmas Carol - Unseen Poetry

<p>Spring 1</p> <p>Evaluation</p> <p>Creative writing (C and O)</p> <p>Written accuracy (VSSSP)</p>	<p>Literary Study – Shakespeare’s A Midsummer Night’s Dream</p> <p>Students will study the play in order to familiarise themselves with the challenging language and plotting of Shakespeare texts with a focus on how he presents power and relationships.</p> <p>Knowledge</p> <ul style="list-style-type: none"> -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 <p>ASSESSMENT-</p> <p>ARE Assessments: Evaluation</p>	<p>Literary Study – Shakespeare’s Romeo and Juliet</p> <p>Students will study the play whilst drawing on other depictions of love and relationships in literature such as poetry (Anthology, Unseen, Sonnets etc.) and contemporary YA literature</p> <p>Knowledge</p> <ul style="list-style-type: none"> -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 <p>ASSESSMENT</p> <p>ARE Assessments: Evaluation</p>	<p>Women in Literature</p> <p>Students will look at a number of examples of women in literature through extracts. They will track the representation of women starting with Shakespeare plays through to modern examples. They will be encouraged to evaluate the ways representation has changed over time.</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Information retrieval -Evaluation -Literature context -Tracking a selection of extracts from literature texts -Focus on plot and character <p>ASSESSMENT</p> <p>ARE Assessments: Evaluation (Spring 1) and Transactional Writing (Spring 2)</p> <p>Literary Study - Woman in Black</p> <p>Students will study the novel with a focus on gothic conventions, drawing on context from other late Victorian literature and non fiction texts.</p>	<p>English language</p> <p>Using a range of extracts and stimuli, students will develop their knowledge of the following:</p> <ul style="list-style-type: none"> - AO1 information retrieval - AO2 craft of the writer - AO4 evaluation - Narrative writing - Technical accuracy <p>English Literature Shakespeare Study: Macbeth</p> <ul style="list-style-type: none"> - An immersive read of the play - Knowledge of key characters and associated quotes - Knowledge of key themes and associated quotes - Associated poems including She Walks in Beauty and Hawk Roosting 	<p>English language</p> <p>Using a range of extracts and stimuli, students will consolidate their knowledge of the following:</p> <ul style="list-style-type: none"> - AO1 information retrieval - AO2 craft of the writer - AO3 comparing texts - AO4 evaluation - Narrative writing - Transactional writing - Technical accuracy <p>English literature</p> <p>Consolidation of component 1 and component 2 literature texts:</p> <ul style="list-style-type: none"> - Macbeth - Anthology Poetry - An Inspector Calls - A Christmas Carol - Unseen Poetry
<p>Spring 2</p> <p>Information Retrieval</p> <p>Craft of the writer</p> <p>Evaluation</p> <p>Transactional writing (C and O)</p>	<p>Creative Writing</p> <p>Students will study extracts from a range of high quality narrative writing as inspiration for generating their own ideas. They will then practise creating effective descriptions of settings and characters whilst writing basic 3-part narratives.</p>	<p>Literary Study - My Sister Lives on the Mantelpiece</p> <p>Students will study the novel exploring the way family relationships are presented as well as issues around racism. Opportunities to draw on poetry (e.g. Romantics such as Wordsworth, Out of the Blue by Armitage, Sour Times by Riz Ahmed) as well as non-fiction (7/7 attacks in London)</p>	<p>English language</p> <p>Using a range of stimuli, students will develop their knowledge of transactional writing and technical accuracy.</p> <p>Spoken language study planning, preparation and assessment of presentations.</p> <p>English Literature</p>	<p>English language</p> <p>Using a range of extracts and stimuli, students will consolidate their knowledge of the following:</p> <ul style="list-style-type: none"> - AO1 information retrieval - AO2 craft of the writer - AO3 comparing texts - AO4 evaluation - Narrative writing - Transactional writing - Technical accuracy <p>English literature</p>	

<p>Creative writing (C and O)</p>	<p>Knowledge</p> <ul style="list-style-type: none"> -Tracking an extract -Focus on character and setting description and how a writer's language choice can influence a reader <p>ASSESSMENT</p> <p>ARE Assessments: Information Retrieval (including comparison) and Writer's Craft from non-fiction texts</p>	<p>Knowledge</p> <ul style="list-style-type: none"> - Reading parts of a whole text or extracts from a selection -Focus on meaning and comprehension -Develop ideas about context and writer's influences and intentions -Be able to describe a scene and zoom in on details using verbs and adverbs <p>ASSESSMENT</p> <p>ARE Assessments: Information Retrieval (including comparison) and Writer's Craft from non-fiction texts</p>	<p>Knowledge</p> <ul style="list-style-type: none"> -Reading parts of a whole text or extracts from a selection -Focus on plot and character through Information retrieval and Craft of the Writer questions -Develop ideas about context and writer's influences and intentions (Literary Study) <p>ASSESSMENT</p> <p>ARE Assessments: Creative Writing, Literary Study</p>	<p>Shakespeare Study: Macbeth (continued)</p> <ul style="list-style-type: none"> - An immersive read of the play - Knowledge of key characters and associated quotes - Knowledge of key themes and associated quotes - Associated poems including Ozymandias <p>20th century Drama Text Study: An Inspector Calls</p> <ul style="list-style-type: none"> - An immersive read of the play - Knowledge of key characters and associated quotes - Knowledge of key themes and associated quotes - Associated poems including Living Space, Valentine and The Manhunt 	<p>Consolidation of component 1 and component 2 literature texts:</p> <ul style="list-style-type: none"> - Macbeth - Anthology Poetry - An Inspector Calls - A Christmas Carol - Unseen Poetry
<p>Summer I</p> <p>Craft of the writer</p> <p>Evaluation</p>	<p>Literary Study - <i>The Breadwinner</i></p> <p>Students will study the novel and address themes such as conflict, protest, equality and misogyny. Students will also draw on non-fiction writing and media such as the original interviews that formed the basis of the novel, the work of Malala, Afghanistan Women in the Olympics</p> <p>Knowledge</p> <ul style="list-style-type: none"> -Tracking an extract -Focus on plot, character and audience response (enjoyment) through 	<p>Literary Study - <i>My Sister Lives on the Mantelpiece</i></p> <p>Students will study the novel exploring the way family relationships are presented as well as issues around racism. Opportunities to draw on poetry (Armitage, Wordsworth, Agard) as well as non-fiction (7/7 attacks in London)</p> <p>Knowledge</p> <ul style="list-style-type: none"> -Track a text systematically -Select appropriate evidence -Make inferences -Identify and comment on a writer's methods 	<p>Literary Study - <i>The Crucible</i></p> <p>Students will consolidate their knowledge of play conventions whilst exploring issues around relationships and responsibility. Additional content will include contextual information around the Salem Witch Trials and McCarthyism</p> <p>Knowledge</p> <ul style="list-style-type: none"> -Track a text systematically -Select appropriate evidence -Make inferences -Identify and comment on a writer's methods 	<p>English language</p> <p>Using a range of extracts and stimuli, students will develop their knowledge of the following:</p> <ul style="list-style-type: none"> - AO1 information retrieval - AO3 comparing texts - Transactional writing - Technical accuracy <p>English Literature</p> <p>20th century Drama Text Study: An Inspector Calls (continued)</p>	<p>English language</p> <p>Using a range of extracts and stimuli, students will consolidate their knowledge of the following:</p> <ul style="list-style-type: none"> - AO1 information retrieval - AO2 craft of the writer - AO3 comparing texts - AO4 evaluation - Narrative writing - Transactional writing - Technical accuracy <p>English literature</p> <p>Consolidation of component 1 and component 2 literature texts:</p> <ul style="list-style-type: none"> - Macbeth - Anthology Poetry - An Inspector Calls

	<p><u>Information retrieval</u> and <u>Evaluation</u> questions</p> <p>-Develop ideas about context and writer's influences and intentions (<u>Literary Study</u>)</p> <p>-Build in Transactional <u>Writing</u> skills (including <u>Written Accuracy</u>)</p>	<p>-Identify a writer's views</p> <p>Make comments on writers' views with explanations</p> <p>Skills</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>-Identify a writer's views</p> <p>Make comments on writers' views with explanations</p>	<ul style="list-style-type: none"> - An immersive read of the play - Knowledge of key characters and associated quotes - Knowledge of key themes and associated quotes - Associated poems including Living Space, Valentine and The Manhunt 	<ul style="list-style-type: none"> - A Christmas Carol - Unseen Poetry
<p>Summer 2</p> <p>Transactional writing (C and O)</p> <p>Creative writing (C and O)</p> <p>Written accuracy (VSSSP)</p> <p>Literary Study</p>		<p>ASSESSMENT</p> <p>ARE Assessment: Transactional tasks such as formal/informal letters and Written Accuracy (Summer I).</p> <p>Literary Study - <i>Frankenstein (Play Script)</i></p>	<p>ASSESSMENT</p> <p>Evaluation - Students will be asked to evaluate the ways a character is presented at different points across the play.</p>	<p>English language</p> <p>Using a range of extracts and stimuli, students will consolidate their knowledge of the following:</p> <ul style="list-style-type: none"> - AO1 information retrieval - AO2 craft of the writer - AO3 comparing texts - AO4 evaluation - Narrative writing - Transactional writing - Technical accuracy <p>English literature</p> <p>Consolidation of component 1 and component 2 literature texts:</p> <ul style="list-style-type: none"> - Macbeth - Anthology Poetry - An Inspector Calls - A Christmas Carol - Unseen Poetry 	