



## 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 'Fuzzy Mud' allow students to consider themes such as friendship and family 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 Key Stage 4 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 `doing 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 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. Reading is promoted throughout the school, in tutor times, through library visits and through the Accelerated Reader programme, which aims to construct a love of reading while monitoring reading levels and supporting readers to consume increasingly more challenging reads.

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 and advertising
- Social media
- Web content manager
- Public Relations
- Human Resources
- Events management
- Research

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

	YEAR 7	YEAR 8	YEAR 9	YEAR 10 (OGAT Teaching Plan)	YEAR 11 (OGAT Teaching Plan)
<b>Autumn 1</b>	<p><b><u>Reading Prose</u></b> Lamb to the Slaughter - crime themed reading.</p> <p><b>Including skills such</b> `Tracking the text`, `comment + evidence` structure in responses, evaluation and personal response to character and plot.</p> <p><b><u>Descriptive Writing</u></b> Including skills such as zooming in on key details, writing in the past tense and starting sentences with fronted adverbial phrases.</p> <p><b><u>Written accuracy focus:</u></b> Dirty Thirty spellings</p>	<p><b><u>Reading Prose</u></b> King Arthur themed <b>reading extracts</b>.</p> <p><b>Including skills such</b> `Tracking the text`, embedding quotations, `comment + evidence` structure in responses, evaluation and personal response to character and plot.</p> <p><b><u>Descriptive Writing</u></b> Including skills such as zooming in on key details, writing in the past tense and starting sentences with fronted adverbial phrases. Vocabulary will be developed through focus on more precision in use of verbs.</p> <p><b><u>Written accuracy focus:</u></b> It's and its.</p>	<p><b><u>Reading Prose</u></b> Challenging gothic themed extracts, such as Red Room, Monkey's Paw, The Landlady, Clockwork</p> <p><b>Including skills such</b> `Tracking the text`, embedding quotations, `comment + evidence` structure in responses, evaluation and personal response to character and plot.</p> <p><b><u>Creative Writing</u></b> First Person Narrative Writing a simple anecdotal narrative, including focus on structure, setting and use of description. This will also introduce the concept of resolving the narrative with appropriate character reactions.</p> <p><b><u>Written accuracy focus:</u></b> who's or whose</p>	<p><b><u>Literature</u></b> <b>Poetry Anthology post 1789</b> Themes of war and suffering</p> <p><b><u>Language</u></b> Reading AO1 and AO2 Narrative writing</p>	<p><b><u>Language</u></b> Transactional writing Narrative Writing Reading AO2 + AO4</p> <p><b><u>Literature</u></b> Romeo and Juliet</p>

<p><b>Autumn 2</b></p>	<p><u>Shakespeare Study - Macbeth.</u></p> <p>Skills include tracking an extract, focusing on plot and character, information retrieval and craft of the writer skills.</p> <p><b><u>Written accuracy focus:</u></b></p> <p>Your and You're</p>	<p><u>Shakespeare Study - Much Ado about Nothing</u></p> <p>Skills include tracking an extract, focusing on plot and character, information retrieval and craft of the writer skills. This will lead to transactional and transformational writing skills.</p> <p><b><u>Written accuracy focus:</u></b></p> <p>Stood/ Standing</p>	<p><u>Shakespeare Study - Merchant of Venice</u></p> <p>Skills include tracking an extract, focusing on plot and character, information retrieval and craft of the writer skills. More consideration to be placed on the audience's response.</p> <p><b><u>Written accuracy focus:</u></b></p> <p>Where/ were/ we're</p>	<p><b><u>Literature</u></b></p> <p><b>A Christmas Carol by Charles Dickens</b></p> <p>inc. plot, character, craft of the writer</p> <p><b><u>Language</u></b></p> <p>Reading AO4</p> <p>Narrative Writing</p> <p>Complete component</p> <p>1A section</p>	<p><b><u>Language</u></b></p> <p>Narrative writing</p> <p>Reading AO4 + AO3</p> <p>Transactional writing</p> <p><b><u>Literature</u></b></p> <p>A Christmas Carol</p>
<p><b>Spring 1</b></p>	<p><u>Transactional Writing</u></p> <p>-Independently generate at least 3 ideas and develop some paragraphs beyond topic sentence + one other, e.g. by using an example or anecdote. -Write successful articles and speeches -Written accuracy</p> <p><b><u>Reading Non-Fiction: Reciprocal Reading</u></b></p> <p>Including skills such as `Tracking the text` and independently selecting and inferring information from evidence, using `comment + evidence` structure</p>	<p><u>Transactional Writing</u></p> <p>-Independently generate at least 3 ideas and develop some paragraphs beyond topic sentence + sentence + two/three others, e.g. by using an example, anecdotes, facts, opinions from them, others and professionals. -Write successful informal letters and formal letters -Written accuracy</p> <p><b><u>Reading Non-Fiction: Reciprocal Reading</u></b></p>	<p><u>Transactional Writing</u></p> <p>-Write successful articles and formal letters -Reliably generate 4-5 ideas independently. -Develop paragraphs using a range of strategies such as anecdotes, examples, facts, figures, opinions (of self/others/professionals), repetition, imagery, similes, metaphors etc. . -Link paragraphs effectively. -Written accuracy</p> <p><b><u>Reading Non-Fiction: Reciprocal Reading</u></b></p>	<p><b><u>Literature</u></b></p> <p><b>Poetry Anthology post 1789</b></p> <p>Themes of love and admiration</p> <p><b>Shakespeare Romeo and Juliet</b></p> <p>Knowledge of entire novel</p>	<p><b><u>Language</u></b></p> <p>Transactional writing Narrative writing- This becomes more challenging throughout the years as they are expected to generate more ideas independently, and also create longer paragraphs using a larger range of strategies. For example in Y7,</p>



	<p>in responses. Some links to transactional writing to be explored.</p> <p><b><u>Written accuracy focus:</u></b></p> <p>There, their and they're</p>	<p>Including skills such as `Tracking the text` and independently selecting and inferring information from evidence, using `comment + evidence` structure in responses. Some links to transactional writing to be explored.</p> <p><b><u>Written accuracy focus:</u></b></p> <p>Sat and sitting</p>	<p>Including skills such as `Tracking the text` and independently selecting and inferring information from evidence, using `comment + evidence` structure in responses.</p> <p>Transactional writing links to the texts, where students will independently generate 4-5 ideas with some development of each.</p> <p><b><u>Written accuracy focus:</u></b></p> <p>Practice/ Practise</p>	<p>Knowledge of key characters and associated quotes</p> <p>Knowledge of key themes and associated quotes</p> <p><b><u>Language</u></b></p> <p>Transactional writing: structure of letters, reviews, reports, articles, speeches</p> <p>Reading AO3</p> <p>Complete component 2A paper</p>	<p>they only really need a topic sentence and some kind of anecdote, or another sentence type. By Year 9, they should be using anecdotes, examples, facts, figures, opinions (of self/others/professionals), repetition, imagery, similes, metaphors etc. .</p> <p><b><u>Literature</u></b></p> <p>Unseen poetry Romeo and Juliet revision Blood Brothers</p>
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<p><b>Spring 2</b></p>	<p><b><u>Study of a novel: Fuzzy Mud.</u></b></p> <p>Skills include reading the entire text with focus on plot and character throughout, information retrieval and craft of the writer skills and developing ideas about context and writer's influences/ intentions.</p> <p><b><u>Written accuracy focus:</u></b></p> <p>Was and were</p>	<p><b><u>Study of a novel: Private Peaceful</u></b></p> <p>Skills include reading the entire text with focus on plot and character throughout, information retrieval and craft of the writer skills and developing ideas about context and writer's influences/ intentions. This will lead to essay writing skills, referring to the novel from memory.</p> <p><b><u>Written accuracy focus:</u></b></p> <p>ys and ies</p>	<p><b><u>Study of a novel: Goodnight Mr Tom</u></b></p> <p>Skills include reading the entire text with focus on plot and character throughout, information retrieval and craft of the writer skills and developing ideas about context and writer's influences/ intentions. This will lead to essay writing skills, referring to the novel from memory.</p> <p><b><u>Written accuracy focus:</u></b></p> <p>Have and of</p>	<p><b><u>Literature</u></b></p> <p><b>20th century Drama Text Study: Blood Brothers</b></p> <p>Exploding extract questions</p> <p><b><u>Language</u></b></p> <p>Transactional writing Complete component 2A paper</p>	<p><b><u>Language</u></b></p> <p>Narrative Writing Transactional writing Comp. 1 + 2 whole papers</p> <p><b><u>Literature</u></b></p> <p>Romeo and Juliet revision Mock exams</p>
<p><b>Summer 1</b></p>	<p><b><u>Literary Study</u></b></p> <p><b><u>Study of a play: Frankenstein drama text</u></b></p> <p>Skills include reading the entire text with focus on plot and character throughout, information retrieval and craft of the writer skills and developing ideas about context and writer's influences/ intentions. There is a lot of performance style focus in this study, so spoken language elements will also be explored through transactional writing elements.</p> <p><b><u>Written accuracy focus:</u></b></p> <p>Possessive apostrophe</p>	<p><b><u>Literary Study</u></b></p> <p><b><u>Study of a play: Dracula drama text</u></b></p> <p>Skills include reading the entire text with focus on plot and character throughout, information retrieval and craft of the writer skills and developing ideas about context and writer's influences/ intentions. There is a lot of performance style focus in this study, so spoken language elements will also be explored through transactional writing elements. This will lead to essay writing skills, referring to the novel from memory.</p> <p><b><u>Written accuracy focus:</u></b></p>	<p><b><u>Literary Study: Noughts and Crosses</u></b></p> <p>Skills include reading the entire text with focus on plot and character throughout, information retrieval and craft of the writer skills and developing ideas about context and writer's influences/ intentions. This will lead to essay writing skills, referring to the novel from memory using an extract as a stimulus.</p> <p><b><u>Written accuracy focus:</u></b></p> <p>More challenging spelling patterns</p>	<p><b><u>Literature</u></b></p> <p><b>Anthology poetry</b></p> <p>Themes of time and power</p> <p><b><u>Language</u></b></p> <p>Component 1A full section</p> <p>Transactional writing and preparing for the Spoken Language Assessment</p>	<p><b><u>Revision of:</u></b></p> <p><b><u>Language</u></b></p> <p>Narrative Writing Transactional writing Comp. 1 + 2 whole papers</p> <p><b><u>Literature</u></b></p> <p>Unseen poetry Revision of texts</p>



		Apostrophes for omission			
<b>Summer 2</b>	<p><b><u>Speaking and Listening</u></b></p> <ul style="list-style-type: none"> <li>• use Standard English confidently in a range of contexts, perhaps informally as part of a classroom discussion</li> <li>• give short presentations as part of a group, expressing their own ideas and keeping to the point</li> <li>• participating in structured discussions, summarising and/or building on what has been said</li> <li>• opportunities to improve oracy further</li> </ul> <p><b>Literary Study</b></p> <p><b><u>Poetry Pre and Post 1914 - Theme of other cultures</u></b></p> <p>Skills include writing about a single poem from memory, identifying a poet's general view while offering personal opinions and understanding the context of the poem.</p>	<p><b><u>Speaking and Listening</u></b></p> <ul style="list-style-type: none"> <li>• To use Standard English confidently in a range of contexts, perhaps informally as part of a classroom discussion</li> <li>• give short speeches and presentations as part of a group, expressing their own ideas and keeping to the point</li> <li>• participating in formal debates or structured discussions, summarising and/or building on what has been said</li> <li>• opportunities to improve oracy further</li> </ul> <p><b>Literary Study</b></p> <p><b><u>Poetry Pre and Post 1914 - Theme of war</u></b></p> <p>Skills include writing about a single poem from memory, identifying a poet's general view while offering personal opinions and understanding the context of the poem. This will lead to the ability to articulate a personal/critical response or preference based on analysis of details from the text</p>	<p><b><u>Speaking and Listening</u></b></p> <ul style="list-style-type: none"> <li>• To use Standard English confidently in a range of contexts, perhaps informally as part of a classroom discussion</li> <li>• give short speeches and presentations, expressing their own ideas and keeping to the point</li> <li>• participating in formal debates and structured discussions, summarising and/or building on what has been said</li> <li>• opportunities to improve oracy further</li> </ul> <p><b>Literary Study</b></p> <p><b><u>Poetry Pre and Post 1914- Adwick Anthology</u></b></p> <p>Skills include writing about a single poem from memory, identifying a poet's general view while offering personal opinions and understanding the context of the poem. Students will begin independently comparing poems.</p>	<p><b><u>Literature</u></b></p> <p>Unseen poetry</p> <p><b><u>Language</u></b></p> <p>End of year exam Narrative writing Spoken Language Assessment</p> <p><b>End of year exams in English Language and English Literature</b></p>	

	<b><u>Written accuracy focus:</u></b> Been and being	<b><u>Written accuracy focus:</u></b> Consolidating the first and next five	<b><u>Written accuracy focus:</u></b> Consolidating all written accuracy elements		
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