



## 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 workplace. 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 Art of Being Normal' 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 Link in Stone Cold says, 'It's not your fault of course – if you've never tried it you've no way of knowing what it's like' – 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 'An Inspector Calls' The Inspector tells the Birling family that 'we don't live alone. We are members of one body' to highlight to the family the need to consider others and the hardships they may face due to the actions of those around them. Resulting in students beginning to explore their own ideas 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 and change.

### **How can students deepen their understanding of English?**

As a subject, English involves a significant amount 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. From Year 7, students will be engaged in the Accelerated Reading programme in school and they will be expected to read at home on a weekly basis. This will continue until Year 10 when students will still be encouraged to read and access the library on a fortnightly basis.

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 term 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 FOXHILLS**

	<b>YEAR 7</b>	<b>YEAR 8</b>	<b>YEAR 9</b>	<b>YEAR 10</b>	<b>YEAR 11</b>
	<p>Literacy focuses each half term.</p> <p>Introduction to the 'First Five' grammar rules and 'The Dirty Thirty'.</p> <p>Accelerated Reader is a weekly focus plus homework. Lesson starters are on written accuracy and reading.</p> <p>VMG Spelling Programme.</p>	<p>Literacy focuses each half term.</p> <p>Introduction to the 'Second Five' grammar rules. 'Dirty Thirty' continued. Other VSSP work as appropriate to students.</p> <p>VMG Spelling Programme.</p>	<p>Literacy focuses each half term. 'First Five' and 'Second Five'. Consolidating understanding.</p> <p>'Dirty Thirty' testing.</p> <p>Accelerated Reader continued.</p> <p>VMG Spelling Programme.</p>	<p>(The OGAT Teaching Plan for Language and Literature runs throughout the year)</p> <p>Written accuracy is still assessed.</p> <p>Fortnightly Library lesson - Reading for Pleasure.</p> <p>VMG Spelling Programme.</p>	<p>(OGAT English Language and Literature Teaching Plan)</p> <p>Written accuracy is still assessed.</p>
<b>Autumn 1</b>	<p><b>The Breadwinner</b></p> <p><b>Main Objective: Evaluation</b></p> <p>Students will track a text systematically to locate and retrieve information.</p> <p>Draw inferences based on evidence and use the 'suggests' formula to structure clear responses.</p> <p>During reading:</p> <p>Students will develop an understanding of characters and plot and how these develop throughout the novel.</p>	<p><b>Stone Cold</b></p> <p><b>Main Objective: Evaluation</b></p> <p>Students will track a text systematically to locate and retrieve information.</p> <p>Draw inferences based on evidence and use the 'suggests' formula to structure clear responses.</p> <p>During reading:</p> <p>Students will develop an understanding of characters and plot and how these develop throughout the novel.</p>	<p><b>Of Mice and Men</b></p> <p><b>Study of a 20th century novel: Of Mice and Men</b></p> <p><b>Main Objective: Craft of the Writer</b></p> <p>Students will develop an understanding of characters and plot and how these develop.</p> <p>Students will develop an understanding of the themes running through the novella and how they relate to the current world.</p>	<p><b>Poetry post 1789</b></p> <p><b>Themes of Nature and Time Passing</b></p> <p>Poetry from the Anthology</p> <p>Initially working on the individual poems and working towards comparison</p> <p>Recall quizzes of the poems</p> <p>Clarity of writing</p> <p>Written accuracy (VSSPS).</p> <p><b>Introduction to exam style questions</b></p> <p><b>Component 1 and Component 2 Craft of the Writer</b></p>	<p><b>Transactional writing</b></p> <p><b>Narrative Writing</b></p> <p><b>Reading AO2 + AO4</b></p> <p><b>Lit : An Inspector Calls</b></p>

	<p>Learn a variety of creative and writing in the real-world skills including describing a scene, writing in first person, generating ideas for a review and developing them into paragraphs suitable for purpose and audience.</p>	<p>Learn a variety of creative and writing in the real-world skills including describing a scene, generating ideas for an article and developing them into paragraphs suitable for purpose and audience.</p>	<p>Learn a variety of writing in the real-world skills including describing a scene, writing in first person, generating ideas for a review and developing them into paragraphs suitable for purpose and audience.</p>	<p><b>Students will access a range of Fiction and Non - Fiction texts</b></p> <p><b>Narrative Writing</b>  Introduction to narrative writing rules, a chance to see a good narrative modelled.  Planning  Development of language  Using a range of titles to develop their own full narrative  Use of The No Nonsense Narrative Booklet  Clarity if writing  Engaging a reader  Written accuracy (VSSPS).</p>	
<p><b>Autumn 2</b></p>	<p><b>Unseen poetry</b>  <b>Main Objective: Literary Study</b>  Students will track a poem systematically.  Identify and discuss the narrative of a poem.  Select quotations and make thoughtful written comments about a poem.</p>	<p><b>Conflict Poetry</b>  Literary Study  <b>Main Objective: Literary Study</b>  Students will track a poem systematically.  Identify and discuss the narrative of a poem.  Select quotations and make thoughtful written comments about a poem.</p>	<p><b>Poems from Different Cultures</b>  <b>Main Objective: Craft of the Writer and understanding of British and other cultures.</b>  Students will have an introduction to the concept of Poet Laureates.  They will look at prominent poems of previous and current Poet Laureates to analyse and explore the narrative of a poem. Then</p>	<p><b>Component 1 and 2 Evaluation questions</b>  Students will access a range of texts both fiction and nonfiction  Students will be introduced to exemplar and modelled material to support the development of skills required for GCSEs.</p>	<p><b>Narrative writing</b>  <b>Reading AO4 + AO3</b>  <b>Transactional writing</b>  <b>Lit: Romeo and Juliet</b></p>



	<p>Students will also have the opportunity to experiment with writing a variety of different types of poems themselves including a Christmas poem which will then be used as a verse in a homemade Christmas card.</p> <ol style="list-style-type: none"> <li>1. Only the wall</li> <li>2. Impressions of a new boy</li> <li>3. Out of the blue</li> <li>4. Stealing</li> <li>5. Martian letter home</li> <li>6. If</li> <li>7. The Song of the Old Mother</li> </ol>	<p>Students will have the opportunity to imagine they are a soldier on the front line and write a letter home to a loved one. They will also have the opportunity to write a speech about the importance of raising money for the Help the Heroes charity.</p> <p>Poems studied</p> <ol style="list-style-type: none"> <li>1. Dreamers</li> <li>2. Who's for the Game</li> <li>3. In Times of Peace</li> <li>4. Remains</li> <li>5. Poppies</li> <li>6. The Man He Killed</li> </ol>	<p>move on to explore poems from varying cultures within our society. Students will develop their ability to track a poem systematically. Select quotations and make thoughtful written comments about a poem. Students will have the opportunity to write their own poem.</p> <p><b>Christmas and Special Celebrations</b></p> <p><b>Main Objective:</b>  <b>Understanding of cultural differences in celebration</b>  Students will discuss and develop their understanding of Christmas and special celebrations from around the world.</p> <p>They will discuss and investigate the 'spirit of Christmas' using poems and media (Christmas adverts) Learn a variety of creative skills including describing a scene and writing a poem. Students will write a speech about their own special celebration, planning and</p>	<p><b>Power and Place Poetry</b>  Poetry from the Anthology  Initially working on the individual poems and working towards comparison  Recall quizzes of the poems  Clarity of writing  Written accuracy (VSSPS).</p> <p><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.</p> <p><b>Reading AO1, AO2 and AO4</b>  <b>Narrative Writing</b>  Practise narrative writing to consolidate skills further from a choice of titles.</p>	
--	---	--	--	--	--



			developing their ideas into paragraphs suitable for purpose and audience.		
<b>Spring 1</b>	<p><b>Introduction to Shakespeare</b>  <b>Main Objective: Craft of the Writer.</b></p> <p>Students will track a text systematically to locate and retrieve information. Draw inferences based on evidence and use the 'suggests' formula to structure clear responses. Develop understanding of characters and plot. Develop an understanding of how the context of the time has an influence on texts. Students will continue to learn a variety of creative and writing in the real-world skills including writing their own soliloquy, creating a leaflet by generating ideas and developing them into paragraphs suitable for purpose and audience. Students will also have the opportunity to act out a reaction to someone crashing into their car, using Shakespearean language.</p>	<p><b>Carrie's War</b>  <b>Main Objective: Craft of the Writer.</b></p> <p>Students will track a text systematically to locate and retrieve information. Draw inferences based on evidence and use the 'suggests' formula to structure clear responses. During reading: Students will develop an understanding of characters and plot and how these develop throughout the novel. Learn a variety of creative and writing in the real-world skills including describing a scene, writing in first person, generating ideas for an informal letter and developing them into paragraphs suitable for purpose and audience.</p> <p><b>Unit Title: Speaking and Listening.</b>  Delivering a speech to the local council about your</p>	<p><b>Frankenstein</b>  <b>Main Objective: Evaluation.</b></p> <p>Students will undertake an introduction into Gothic literature and explore a famous piece of Gothic literature.</p> <p>Students will take part in creative writing – planning and writing <b>part</b> (opening/build up) of story in Gothic style/topic and descriptive writing. Students will select and retrieve information, whilst focusing on the question to express their thoughts and feelings in regards to a given statement.</p>	<p><b>Poetry post 1789</b>  Themes of power and place</p> <p><b>Component 2 - Comparison Questions AO3</b></p> <p>Introduction to working with two texts and making comparisons  Students will access a range of non fiction texts.</p> <p><b>Transactional Writing</b>  Planning  Developing ideas  Clarity of writing  Structure of letters, reviews, reports, articles, speeches  Write a letter to a newspaper task.</p>	<p><b>Mock exams</b>  <b>Transactional writing</b>  <b>Narrative writing</b>  <b>Lit: A Christmas Carol</b></p>

	<p>Immersive Reading          'The Garbage King'          Two weeks reading for pleasure - linking to themes covered and to be covered in the KS3 Learning Journey.          Themes Family, Homelessness, Adversity, Separation, Friendship and Relationships.</p>	<p>proposal for a new venue for 13- 18 year olds.</p> <p><b>Writing in the Real World</b>  <b>Main Objective: Writing in the Real World</b>          Students will develop their verbal communication skills by delivering a speech to the local council about building a venue for 13 - 18 year olds.          Students will be given the opportunity to produce resources for this task as well as demonstrate their understanding of being able to produce a piece of nonfiction writing to a high standard – consolidating their knowledge from previous topics.</p>			
Spring 2	<p><b>Reading and Writing in the Real World.</b></p> <p><b>Main Objective: Information Retrieval and Comparison.</b></p>	<p><b>Immersive Reading 'Roll of Thunder - Hear My Cry'</b> Two weeks reading for pleasure, linking to themes previously covered and</p>	<p><b>Myths, Gods and Legends</b></p> <p><b>Main Objective: Creative writing</b></p>	<p><b>Shakespeare Study - Romeo and Juliet</b>          including plot, character, craft of the writer  <b>Attend a 'Young Shakespeare Company'</b></p>	<p><b>Narrative Writing</b>  <b>Transactional writing</b>  <b>Comp. 1 + 2 whole papers</b>  <b>Lit : unseen poetry</b></p>

	<p>Students will track non-fiction texts systematically to retrieve information. Draw inferences based on evidence and use the 'suggests' formula to structure clear responses. Make comparisons across two texts.</p> <p>Students will continue to learn writing in the real-world, by creating an information poster about bullying and writing an article about the effect of technology in today's world.</p>	<p>to be covered in KS3. <b>Themes Family, Homelessness, Adversity, Separation, Friendship, Racism and Relationships.</b></p> <p><b>Reading In The Real World</b> <b>Main Objective: Information Retrieval and Comparison.</b></p> <p>Students will track non-fiction texts systematically to retrieve information. Draw inferences based on evidence and use the 'suggests' formula to structure clear responses. Make comparisons across two texts.</p> <p>Students will continue to learn writing in the real-world by generating ideas for an informal letter to their grandparents about their experience of online learning.</p>	<p>Students will undertake a journey through time and different cultures and explore famous mythical figures that are synonymous with these cultures.</p> <p>Students will take part in creative writing – planning and writing <b>part</b> (opening/build up) of an origin story for an original God/Myth/Legend in order to practise their descriptive writing.</p> <p><b>Immersive Reading: Noughts and Crosses</b></p> <p><b>Main Objective: Reading for Pleasure</b></p> <p>Students will develop an understanding of characters and plot and how these develop.</p> <p>Students will develop an understanding of the themes running through the play and how they relate to the current world.</p>	<p><b>Visit - production of the play.</b></p> <p><b>Reading</b> AO1, AO2, AO3 and AO4</p> <p><b>Component2 English Language full paper teaching</b> <b>20th century Drama Text Study: An Inspector Calls</b> Exploding extract questions <b>Transactional writing</b></p> <ul style="list-style-type: none"> <li>● Planning and writing formal letters</li> <li>● Students will have access exemplar materials and modelling</li> <li>● Written accuracy <ul style="list-style-type: none"> <li>● (VSSPS)</li> </ul> </li> </ul> <p><b>Relationships and Love Poetry</b> Poetry from the Anthology Initially working on the individual poems and working towards comparison Recall quizzes of the poems</p>	
--	---	--	--	---	--

				<p>Clarity of writing Written accuracy (VSSPS <b>Component 1 Full questions paper.</b> Walk Through experiences for the students through two full papers Tracking the text Making inferences through tracking the text carefully Using skills developed throughout their Learning Journey from KS3</p>	
<p><b>Summer 1</b></p>	<p><b>‘The House in the Woods’</b> <b>Main Objective: Creative Writing.</b> Students will track a text systematically to locate and retrieve information. Draw inferences based on evidence and use the ‘suggests’ formula to structure clear responses. During reading: Students will develop an understanding of characters and plot and how these develop throughout the novel. Learn a variety of creative and writing in the real-world skills including describing a scene, writing in first person, generating ideas for a formal letter and developing them</p>	<p><b>Shakespeare- Much Ado About Nothing</b> <b>Main Objective: Transactional Writing</b> Students will track a text systematically to locate and retrieve information. Draw inferences based on evidence and use the ‘suggests’ formula to structure clear responses. During reading: Students will develop an understanding of characters and plot and how these develop throughout the novel. Recall how the context of the time has an influence on texts.</p>	<p><b>Reading in the Real World</b> <b>Main Objective: Information retrieval and comparison</b>  Students will be studying a selection of non-fiction extracts to develop an understanding of how writers use words and phrases for effect in their writing. They will track the texts systematically to select and explain/analyse quotations to show understanding. They will also collect information from across two texts to determine how different authors' opinions on the same subject can be similar or different.</p>		<p><b>Revision of:</b> <b>Narrative Writing</b> <b>Transactional writing</b> <b>Comp. 1 + 2 whole papers</b> <b>Literature texts</b></p>

	<p>into paragraphs suitable for purpose and audience.</p>	<p>Students will continue to learn a variety of creative and writing in the real-world skills including writing a diary as one of the characters and writing a problem, build up and reaction for a narrative about a wedding as well as inventing their own love song.</p>	<p>Students will gain an understanding of key themes in these extracts in relation to the current world in which we live.</p> <p>Key topics include: gender equality, discrimination, Shakespeare experiences, global sporting events.</p>		
<p><b>Summer 2</b></p>	<p><b>Speaking and listening</b></p> <ul style="list-style-type: none"> <li>● Planning</li> <li>● Communication</li> <li>● Performing</li> </ul> <p>Write and give a speech about your first year at secondary school.</p> <p><b>Real Life Writing</b>  <b>Main Objective: Real Life Writing</b>  Students will develop their verbal communication skills</p>	<p><b>The Art of Being Normal</b></p> <p><b>Main Objective: Creative Writing.</b>  Students will track a text systematically to locate and retrieve information. Draw inferences based on evidence and use the 'suggests' formula to structure clear responses.  During reading:  Students will develop an understanding of characters and plot and</p>	<p><b>Macbeth</b></p> <p><b>Main Objective: Transactional writing</b>  Students will develop an understanding of characters, themes, plot and how these develop, as well context. Draw inferences based on evidence and use the 'suggests' formula to structure clear responses.  During reading:  Students will develop an understanding of characters</p>	<p><b>Consolidation of Literature Texts</b></p> <p><b>Narrative Writing</b>  <b>Consolidation of their understanding of The No Nonsense Narrative Writing Booklet</b>  Planning  Writing  Proofreading  Written accuracy (VSSPS)</p>	

	<p>by delivering a speech about their first year at secondary school to their peers. Students will be given the opportunity to produce resources for this task as well as demonstrate their understanding of being able to produce a piece of nonfiction writing to a high standard – consolidating their knowledge from previous topics.</p> <p><b>Written Accuracy</b></p> <ul style="list-style-type: none"> <li>• Audit tests</li> <li>• Dirty Thirty testing</li> <li>• Accelerated Reader testing</li> </ul>	<p>how these develop throughout the novel. Learn a variety of creative and writing in the real-world skills.</p> <p><b>Written Accuracy</b></p> <ul style="list-style-type: none"> <li>• Audit tests</li> <li>• Dirty Thirty testing</li> <li>• Accelerated Reader testing</li> </ul>	<p>and plot and how these develop throughout the play.</p> <p><b>Debate</b></p> <p><b>Main Objective: Speaking and listening</b></p> <p>Students will develop speaking and listening skills. They will research their topic and produce their own speech. Students will present their own ideas and debate in a formal setting.</p> <p><b>Topic: Should the death penalty be completely abolished?</b></p>	<p><b>End of year exams in English Language and English Literature</b></p> <p><b>Spoken Language presentation on a subject of their choice</b></p>	
--	--	---	--	--	--