



## ENGLISH

### **Why is the study of English important?**

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' at key stage 3 and 'The Kite Runner' at Post 16 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. We also actively encourage students to adapt their register to suit various audiences.

Spoken language underpins the development of students' reading and writing in the early years of secondary school. 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, 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 school 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 (AQA).

### **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
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- To encourage a love of reading through immersive reading and library lessons

### **What will you know and understand from your study of English?**

- Know and experience a variety of poetry, prose and drama from a range of different contexts and time periods
- 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.

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. Through our set texts, 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'. As well as allowing time to plan writing independently, we also offer students the opportunity to re-draft and edit their work. At least each half term we give detailed written feedback on student work and they then have the opportunity to edit their work in student response time.

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. Our key stage three and key stage four enrichments are popular and regularly attended. Whilst we offer more traditional enrichments such as book club and revision, we also offer Pokemon Club and Mystery Club which encourage students to communicate with each other in a 'family' environment.

### **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 many assessment points throughout the year and learning is regularly revisited to embed skills. For younger years, we base our assessments on careful and thorough mapping of their work at KS2 and building up the skills needed which will eventually prepare them for their future

studies at GCSE. 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 and influencing
- Web content manager
- Public Relations
- Human Resources
- Events management
- Research

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

	<b>YEAR 7</b> <b>(each half term to include written accuracy focus)</b>	<b>YEAR 8</b> <b>(each half term to include written accuracy focus)</b>	<b>YEAR 9</b> <b>(each half term to include written accuracy focus)</b>	<b>YEAR 10</b> <b>(The OGAT Teaching Plan for Language runs throughout the year)</b>	<b>YEAR 11</b> <b>(OGAT Teaching Plan)</b>
	<p>Shorter non-fiction texts to support the transition from primary school. An 'evaluation' style assessment with a focus on being able to justify your personal opinion with detail from the text.</p> <p>Shorter extracts from Gothic style stories. A range of pre-20th Century texts are studied. Through the texts students learn what a character is and have the chance to create their own Gothic villain. We teach embedding detail into the 'opening' and 'build-up' of a narrative whilst encouraging students to complete a full narrative. This strengthens the work done in our local primary schools on fiction writing.</p>	<p>Keeping It Real. Through shorter extracts students are introduced to the fantasy genre. The shorter extracts develop students' attention span after the summer holiday and give them a sense of achievement in reading. The assessment encourages them to develop their transactional writing skills with an opportunity to plan writing for a specific audience.</p> <p>Ghost Boys. A chance early in the school year to engage with a full novel. The subject matter is challenging but inspiring and thought provoking. There is a sophisticated structure to the novel that challenges many of our readers. The assessment is challenging with an opportunity to consider a character's thoughts and</p>	<p>Dystopian Reading and Writing</p> <p>Students are introduced to a range of challenging texts. There is a clear focus on how the writer achieves effects within the text</p> <p>Alongside this students study non-fiction crime material. They practise the same assessment focus on how the writer achieves effects with non-fiction material.</p>	<p>Component 1 AO2 questions</p> <p>Transactional writing</p> <p>Component 2 AO2 questions</p> <p>War and Loss Anthology poetry including comparison</p> <p>A Christmas Carol</p>	<p>Narrative Writing</p> <p>Reading AO2 + AO4</p> <p>Transactional writing</p> <p>Walkthrough of component 1 and component 2 reading papers.</p> <p>Anthology Poetry including comparison.</p> <p>Romeo and Juliet extract and essay questions</p>

		feelings across the novel and make connections throughout the whole text.			
<b>Autumn 2</b>	Whole class text 'Cirque du Freak' Students get the chance to share a full novel with their teacher. The plot of the story is simple and engaging but the text is slightly above their reading level. There is a focus on comprehension throughout the novel and a chance to explore how characters change over a full text.	War and Conflict Poetry. In this unit students build on their personal response to poetry and start to analyse the effect on 'the reader'. The subject matter provokes debate on the ethics and effects of war. The assessment offers students a chance to demonstrate their analytical skills with a chance to use more sophisticated subject terminology.	The Woman In Black. Students read a full novel in a supported environment. The structure of the text along with the reading age provide a real challenge to students. They are introduced to identifying themes throughout texts in preparation for GCSE literature.  World Class Poetry. Students study an anthology of poems from pre and post 1914 writers. They are encouraged to look for common themes in the poems and to start making comparisons between the poems.	Narrative writing Component 1 AO2 question Component 2 AO2 questions Component 2 AO3 and AO4 questions  A Christmas Carol - Exploding extract questions.	Narrative writing Transactional writing  Walkthroughs of Component 1 and Component 2 literature papers.  Full english language and literature mock exams.  Transactional Writing  A Christmas Carol
<b>Spring 1</b>	Perspectives and Our Identity. Students are introduced to a range of poetry from other cultures. There is a focus on the understanding of the message of the poem and developing a personal response to the poetry rather than the detailed analysis. The assessment builds on the 'evaluation' style work from term one encouraging students to select evidence to	Perspectives - Women Through History. Students study a range of shorter texts and practice identifying the view of the author. When students are successful in that skill they then have an opportunity to analyse how language communicates that	Heroes. Students study a further novel. This time the focus is on context in preparation for GCSE Literature. The assessment looks at how characters develop throughout the text	Narrative writing Complete component 1 reading paper  Macbeth	Component 2 reading full paper Transactional writing Narrative writing Component 1 reading full paper

	justify their personal opinion and to explain in more detail the effect it has on them.	view. This develops the analysis skills introduced in the poetry unit before.	as a whole, building on the work completed in year 8.		Blood Brothers Unseen Poetry Romeo and Juliet
<b>Spring 2</b>	A Midsummer-Night's Dream. Our introduction to Shakespeare. As well as learning the basic plot of A Midsummer Night's Dream students have the chance to explore the context of the writing and have the chance to discover what Elizabethan theatre was like they. They are given that opportunity to engage with the language of Shakespeare in an unthreatening way.	.Much Ado About Nothing. Building on the enjoyment of Shakespearean language and theatre students explore longer extracts from the text. There is a chance to use drama techniques to explore character attitude.	Home Or Away. Students look at a range of non-fiction texts based around time and place. The texts consolidate the knowledge learnt in the previous unit about real world writing. Students evaluate the use of language in non-fiction texts.	Anthology Poetry - Love poems Full component 1 paper Speaking and listening	Narrative writing Transactional writing A Christmas Carol Romeo and Juliet Unseen Poetry Anthology poetry - Anchor 6
<b>Summer 1</b>	TBC	TBC	The Merchant Of Venice. A challenging text for students, but looked at through a modern perspective, with a focus on racial issues. Students read longer passages from the play,	Blood Brothers Component 2 Reading Transactional writing	<b>Revision of:</b> <b>Narrative Writing</b> <b>Transactional writing</b> <b>Comp. 1 + 2 whole papers</b> <b>Literature texts</b>

			preparing them for study of a full Shakespeare text.	
<b>Summer 2</b>	<b>TBC</b>	<b>TBC</b>	<p>Creative Writing students have the chance to consolidate learning from the past two years. There is a clear focus on narrative structure and cohesion. By this time most students are developing detail in their descriptions of character and place.</p> <p>Pre-1914 texts. In preparation for the 19th Century non-fiction text and the study of A Christmas Carol students study two pre-1914 texts with a focus on how the writer achieves effects but also on how language has changed..</p>	<p>Complete component 2 paper</p> <p>An Inspector Calls</p>