



ENGLISH

Why is the study of English important?

The study of English is fundamentally about communication, whether through written or spoken form. It is about personal intellectual growth and enabling 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 knowledge and understanding developed in their primary schools. They will develop their reading by tackling a wide range of fiction and non-fiction texts and extracts as well as poems and plays that include works by 19th, 20th and 21st century writers. For example; students will read and study a wide range of 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 justice and equality, inviting discussion and reflection on key moral and societal issues. There are opportunities to explore the craft of the writer and how language is used for effect and influences the reader. Additionally, students are given opportunities to articulate their own personal evaluation of a text. They developed to carefully select evidence and consider alternative viewpoints. This allows students to gain more objective insights to character and situation while they advance their understanding of how texts and characters develop themes as a whole.

The curriculum time in English 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 with others in the class.

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 and reading with conviction a variety of 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 to 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 so that students can appreciate and learn about our literary heritage and gain information from a variety of sources.

Confidence, control and skills in writing are developed through frequent opportunities to write imaginatively as well as through transactional writing; where purpose, audience and style are significant considerations alongside content. Across all writing activities, opportunities are 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 understanding 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 is rigorous, with appropriate challenge and consolidation to allow students of all abilities to flourish. There are opportunities for increased breadth and depth for more-able students and support and intervention for students who are less fluent or lack confidence. The skills, knowledge and understanding developed through the key stage 3 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 increase knowledge and understanding in written and oral communication and will develop increasingly sophisticated levels of reading:

- To speak confidently and accurately in a range of contexts
- To participate confidently in discussions, presentations, role-play and collaborative group work
- To use exploratory, collaborative and tentative talk as a means of developing and shaping an increased knowledge and 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 knowledge and understanding of how to plan, draft and edit to create clear and coherent prose
- 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 knowledge and understanding of how to interpret different text types and to think critically

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
- Develop a wider vocabulary and commit to memory important information that helps us to decode texts when reading independently

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.

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. 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?

The study of English involves writing extended creative and transactional responses. The quality and accuracy of students' writing is developed by careful teacher explanation, thorough modelling and frequent feedback and support. The quality of writing improves through large amounts of deliberate practice.

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. Before you can write well, students must read a wide range of texts. We will expose students to the best that has been thought, said and done by ensuring that they read; 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 extracts from 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 and meaningful ways. There are activities to engage in beyond the classroom and these are shared with students throughout the year.

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 frequent 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 CITY

	YEAR 7 (each half term to include written accuracy focus)	YEAR 8 (each half term to include written accuracy focus)	YEAR 9 (each half term to include written accuracy focus)	YEAR 10 (The OGAT Teaching Plan for Language runs throughout the year)	YEAR 11 (OGAT Teaching Plan)
Autumn 1	Reading Non-Fiction and Autobiography OGAT Baseline Testing 'Boy' by Roald Dahl	Dystopian Future: Narrative Writing	'Of Mice and Men' by John Steinbeck	Poetry post 1789 Narrative writing	Transactional writing Reading AO2 + AO4 Lit: Macbeth and Unseen Poetry
Autumn 2	'Boy' by Roald Dahl	'Wonder' by R. J. Palacio	'Romeo and Juliet' by William Shakespeare	Pre- 20 th Century Novel: A Christmas Carol Knowledge of entire novel Knowledge of key characters and associated quotes Knowledge of key themes and associated quotes Reading AO1, AO2 and AO4 Component 1 English Language full reading paper teaching	Narrative writing Reading AO4 + AO3 Transactional writing Lit: A Christmas Carol

<p>Spring 1</p>	<p>'A Midsummer Night's Dream' by William Shakespeare</p>	<p>Protest Poetry and Reading Non-Fiction</p>	<p>Approaching 'Unseen Poetry'</p>	<p>Poetry post 1789 Transactional Writing structure of letters, reviews, reports, articles, speeches Reading AO3</p>	<p>Mock exams Transactional writing Narrative writing Lit: An Inspector Calls</p>
<p>Spring 2</p>	<p>'A Midsummer Night's Dream' by William Shakespeare</p>	<p>Transactional Writing</p>	<p>Transactional Writing</p>	<p>Shakespeare Study - Macbeth inc. plot, character, craft of the writer Poetry post 1789 Reading AO1, AO2, AO3 and AO4 Component2 English Language full paper teaching</p>	<p>Narrative Writing Transactional writing Comp. 1 + 2 whole papers Lit : unseen poetry</p>

<p>Summer 1</p>	<p>Poetry from other cultures</p>	<p>'The Tempest' by William Shakespeare</p>	<p>Reading Non-Fiction and Writing to Narrate</p>		<p>Revision of: Narrative Writing Transactional writing Comp. 1 + 2 whole papers Literature texts</p>
<p>Summer 2</p>	<p>'Ghost Boys' by Jewell Parker Rhodes</p>	<p>'Coraline' by Neil Gaiman</p>	<p>'The Woman in Black' by Susan Hill</p>	<p>20th century Drama Text Study: An Inspector Calls Exploding extract questions End of year mock exams in English Language and English Literature Revision</p>	