



ENGLISH

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 'When the World Was Ours', by Liz Kessler studied in Year 7, allow students to consider themes such as friendship, the impact of persecution and loss, whilst in Year 9, texts such as 'Heroes,' by Robert Cormier, give students an insight and an opportunity to study authorial craft and consider issues such as fear, isolation and tragedy in more depth. 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.

Reading is important to all of the staff at Outwood Hindley and, as such, we ensure that our students have as many opportunities to read whole texts as possible. The KS3 curriculum begins and ends with reading a whole text and there are purposely scheduled 'immersive read' weeks where students are immersed in the reading of more texts to develop their love for reading and experience different authors.

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, 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.

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 you 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. As a result, English Literature can be seen as a powerful agent for social, moral, cultural and spiritual development.

How can you deepen your 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". We believe that regular and sustained practice will allow students to become more confident writers and will allow them to develop strong authorial voices, allowing them to effectively express their opinions and perspectives about issues, and to explore ideas creatively through the lens of a character. The majority of written work undertaken by students will be underpinned by reading, so students will also be 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. To support this, there are a wealth of activities to engage in beyond the classroom including: a weekly KS3 Reading Club in the library, an English Film Club and a weekly KS4 English Literature revision session.

How are you assessed in English?

At KS4, students are assessed through key indicator pieces, 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). Year 11 complete two mock cycles and Year 10 complete a mock cycle at the end of the year. At KS3, students are assessed using Trust-wide assessments, which are staggered across the year, and complete End of Year assessments.

Our assessments are designed to record and track the progress of students and are used to provide evidence for predictions of future performance - identified on the half-termly Praising Stars reports - and 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 English support your future?

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

		Term 1.1							Term 1.2							Term 2.1						Term 2.2					Term 3.1						Term 3.2								
Week	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	38			
W/B	21/8	7/9	14/9	21/9	28/9	5/10	12/10	19/10	26/11	3/11	10/11	17/11	24/11	30/11	7/12	14/12	4/1	11/1	18/1	25/1	1/2	8/2	22/2	1/3	8/3	15/3	22/3	29/4	6/4	13/4	20/4	27/4	4/5	11/5	18/5	25/5	1/6	8/6	15/6	22/6	29/7
Y7	S t a g e r e d r e t u r n	'Boy Everywhere' by A.M.Dassu							Imm. Read	Voices Through Poetry						'A Midsummer Night's Dream' by William Shakespeare						Animals			Greek Mythology			Imm. Read	'When The World Was Ours' by Liz Kessler												
Y8		Sherlock Holmes Short Stories by Arthur Conan Doyle							Imm. Read	War and Conflict Poetry						'Much Ado About Nothing' by William Shakespeare						Heroic Figures			Dystopian Reading and Writing			Imm. Read	'My Sister Lives on the Mantelpiece' by Annabel Pitcher												
Y9		'Animal Farm' by George Orwell					Family and Relationship Poetry		Imm. Read	'Heroes' by Robert Cormier			The Reality of Reality TV		'Macbeth' by William Shakespeare		Women in Literature		Imm. Read	'Blood Brothers' by Willy Russell																					
Y10 Lit		Unseen Poetry		'An Inspector Calls' by J.B. Priestley and associated poems					Anthology Poetry			'A Christmas Carol' by Charles Dickens and associated poems					'Romeo and Juliet' by William Shakespeare and associated poems			Consolidation of texts			Unseen Poetry																		
Y10 Lan		AO2 Reading Transactional Writing				Narrative Writing			AO4 Reading		Transactional Writing		Component One Paper			Spoken Language Endorsement			Component Two Paper			Consolidation of tasks																			
Y11 Lit		Anth. Poetry		'Romeo and Juliet'				Anth. Poetry.		Unseen	Nov. Mocks		'ACC'		'AIC'		Cycle of texts and unseen poetry			March Mocks		Cycle of texts and unseen poetry																			
Y11 Lan	Component One Paper			Component Two Paper			Comp. One		Nov. Mocks Consolidation of knowledge					Comp. One		Comp. Two		March Mocks		Comp. Two		Writing		Consolidation of tasks																	