



Quality of Education Statement

GCSE

English Language and English Literature

Curriculum Intent

Subject Vision and Rationale Statement

Wyvern College Vision Statement

“To become the finest version of yourself...

Think deeply, *read widely, discuss openly and listen intently. Study with PRIDe, forever Prepared, Respectful, Involved and Dedicated.*

Grow personally, *in confidence, wellbeing and individuality. Expand your interests and friendships. Develop a conscience and the moral courage to act on it. Embrace the personal challenges of STRIVE.*

Care passionately *about people and causes. Appreciate the help of others; help them through service, teamwork, kindness and leadership. Make this world a better place as an informed and influential citizen, respecting British and universal values”*

Explain the vision for your subject's curriculum. How does your subject curriculum support the whole-college vision statement? Please ensure your vision statement is written in three paragraphs: Think, Grow, Care.

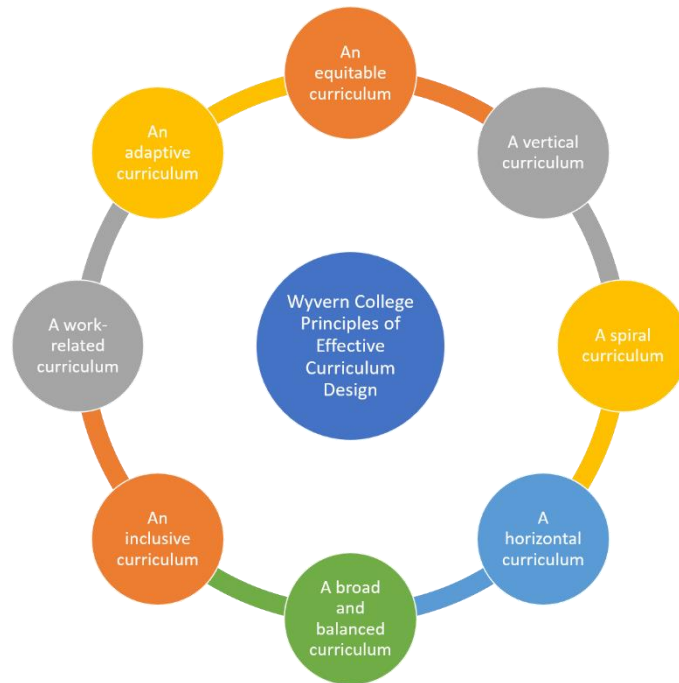
Through our English curriculum, we aim to give our students a rich and engaging experience of all aspects of English Language and English Literature. Through the study of aspects of English Language we want to develop our students' ability to choose the language appropriate for a wide variety of situations and purposes, in order to communicate effectively and meaningfully in all aspects of adult life. In a range of English Literature texts we want to foster an enquiring and empathetic response to a wide variety of characters and contexts, enabling students to become more able to understand the different demands and reactions of characters in situations in their own lives, adapting and responding thoughtfully, drawing on their experiences and knowledge of similar situations in texts.

In studying English, our students will develop skills in speaking, listening, reading and writing. We want our students to be able to express themselves creatively and imaginatively and to communicate with others effectively. We will explore a wide range of texts created for different purposes and audiences, and will look carefully at how language adapts and changes for varying contexts. We want our students to be able to draw on their own experiences, and imagine those of future experiences, where their language use will enable them to achieve greater clarity and effectiveness in their communication in the wider adult world.

We will cover a full range of skills in English classes: generating ideas individually and through collaborative discussion; selecting and planning with the most appropriate style and detail; exploring the language and structures of different genres and times, including fiction (novels and short stories); non-fiction (articles, opinionated texts, speeches and autobiographical writing); poetry, drama texts (plays) and creative writing. We will also cover key skills which include writing in a personal way about a text; choosing and using quotations from a text, explaining meaning, and exploring inference and connotations linked to imagery; and practicing developing an argument thread in detail. We use discussion to offer insights to texts and themes, and to develop critical thinking and perceptive listening skills.

Literature in English is rich and influential, reflecting the experience of people from many countries and times. We therefore aim to inspire students to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts in order to understand how to be empathetic and sensitive to the changing demands of the modern world, and to feel valued and accepted in their chosen life path. We have selected texts for students to study which we believe will enable them to become enquiring and interested in the world around them, inspiring a love of life-long learning, and to be confident to respond to the many challenges and decisions they will face in their adult lives.

Principles of Effective Curriculum Design



An Equitable Curriculum

Key principles

“An Equitable Curriculum- All students access the same curriculum, whichever teacher they have and whatever group they are in. Students are not denied this curriculum because of their SEND, their prior attainment or their teacher. The curriculum rationale ensures what students get taught, not teachers’ personal preferences – and this is every child’s entitlement.”

In English the curriculum is built to encompass a broad and varied range of texts and writers. Equity is built through selected texts and tasks which are accessible to all students through Quality First teaching, select and bespoke differentiation of resources. Pupil access texts through multi-modal approaches

including varieties of text, form, and purpose; images and film; discussion and individual research. Equity in teaching and planning is through planned weekly Learning Objectives for each scheme of work which are non-negotiable. Schemes of work have selected resources that form the key framework of delivery, but there is allowance for teachers to use resources which broaden and support the LOs, as long as the selection delivers the LOs and key learning questions and skills required in the scheme of work. Equity of planned Learning Objectives ensures that all students are accessing the key skills and practice through a professional selection of texts (if appropriate) or through teaching approaches in class. The end point of English Language GCSE requires that students are able to respond to unseen texts, and apply different skills and analyses in reading, so all students are taught how to approach, understand and respond to texts following a clear learning programme of skills and tasks. In English Literature GCSE choice of text is provided by the exam board in 4 out of 5 components, and shows that equity is achieved through task design and assessment objectives which are applied to a variety of texts and genres. By doing so, the English department encourage shared reading and responses to texts, but also discussion of a wider range of texts in class and among peers in the student body.

Pupils with SEND are supported in class with resources which use a variety of learning approaches; pupils are encouraged to use audio-books and graphic novels to help access key texts; PP pupils are supported in KS4 where key texts and revision guides are provided to enable pupils to have a personal copy of texts to read and annotate. All pupils are actively encouraged to use the library facilities and are allowed to email homework, print in the library or provide written homework where no one approach is defined. This allows all students to access learning fairly, and give in independent work in whatever form is the most appropriate for their personal and learning needs. Pupils are supported to use devices such as netbooks and ipads to access resources and learning if appropriate, and large-print copies of resources and texts are provided if required. Pupils with EAL are supported through the use of translate tools in order to provide an equitable learning experience, adjusting for language needs.

Teachers are well-versed with the requirements when sharing classes, and a range of strategies are employed so that there is continuity between classes and teachers. Some areas of the curriculum are taken by specific staff (for example the Literacy lessons in KS3), and pupils are able to access all parts of the curriculum through planned and shared resourcing where the main curriculum is shared.

A Vertical Curriculum & A Spiral Curriculum

Key principles

“A Vertical Curriculum- *The curriculum is used as a progression model, it unfolds with increasing levels of challenge. Units are sequenced in such a way that each one builds on what went before and prepares for what comes next. It builds learning up towards clear end points, whilst also being clear what students are expected to know and do at each defined intermediate point. Knowledge and skills therefore get progressively more complex; conceptual understanding becomes more sophisticated because conceptual links are maximised.*

“A Spiral Curriculum- The curriculum explicitly identifies for teachers, students and parents the subject’s “Big Ideas” - the essential knowledge, skills and concepts in each unit that need to be retained beyond that unit as they are built upon in later units. The curriculum doesn’t just introduce the Big Ideas once, but repeatedly revisits them in ways that provide students with retrieval practice opportunities to ensure curriculum continuity, coherence and retention. This supports students in transferring knowledge and understanding to their long-term memory and makes it easier for them to understand new learning.”

Curriculum End Points for End of KS4

Language

- Students will build on the skills and content developed at KS3, building to a confident and broad skill base for reading and responding to unseen literary non-fiction and non-fiction texts, and writing creatively for both fiction and non-fiction tasks
- By the end of KS4, students will have a range of reading skills: comprehension, inference, opinion and comparison; which are used in a variety of ways to analyse and evaluate unseen texts.
- Students will be able to accurately deploy subject specific knowledge and key words on a range of techniques used by writers for intended impact and effect in their texts.
- Students will confidently be able to compare and evaluate the writer’s intentions in a range of texts
- Students will be able to plan and structure a text
- Students will have a wide range of writing skills to use on both creative literary and formal non-fiction contexts.
- Students will be able to draw on a wide variety of vocabulary and literary techniques in their writing, spelling and structuring their text accurately, and with increasing sophistication and impact on their reader.

Literature

- Students will build on the skills and content developed at KS3, building to a confident and broad skill base for reading and responding to both studies and unseen literary texts, including Shakespeare, modern drama, poetry and novels
- By the end of KS4, students will have a range of reading skills: comprehension, inference, opinion and comparison; which are used in a variety of ways to analyse and evaluate texts.

- Students will be able to accurately deploy subject specific knowledge and key words on a range of techniques used by writers for intended impact and effect in their texts and be able to accurately discuss the impact of these choices on the intended audience.
- Students will confidently be able to compare and evaluate the writer’s intentions in a range of texts
- Students will be able to understand and explore ideas within a text according to the text’s social, historical, literary and cultural contexts.

English Language assessment objectives

AO1	<ul style="list-style-type: none"> • identify and interpret explicit and implicit information and ideas • select and synthesise evidence from texts
AO2	Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views
AO3	Compare writer’s 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 (20% of each spec as a whole)

English Literature assessment Objectives

AO1	<p>read, understand and respond to texts</p> <ul style="list-style-type: none"> • maintain a critical style and develop an informed personal response
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	<ul style="list-style-type: none"> • use textual references, including quotations, to support and illustrate interpretations
AO2	Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate
AO3	Show understanding of the relationships between texts and the contexts in which they were written
AO4	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

Curriculum End Points for End of KS3

Curriculum End Points for End of KS3

- Students should be secure in the comprehension of a text; to understand and decode the main ideas of the writer; to be able to read aloud with fluency and intonation; to be able to recount and summarise the main ideas in a range of unseen literary and non-fiction texts
- Students should be able to use inference and vocabulary knowledge to enable them to understand the writer's mood and feeling in a text; students should be able to form an opinion about a text or topic, using examples from a range of sources to support their ideas, and structuring their response in a secure and cohesive way.
- Students should be able to accurately deploy subject specific knowledge and key words on a range of techniques used by writers for intended impact and effect in their texts; these should be discussed for their impact and effect within the text and on the reader.
- Students should be able to understand how a text is influenced by its social, historical, literary and cultural context (Literature)
- Students will be able to plan and structure a text through discussion, shared ideas, using speaking listening, presentation and debate to explore and evaluate a range of texts and opinions.
- Students will be able to draft, edit and control a text of their own, selecting and changing vocabulary and structure to suit audience, purpose and form
- Students will be able to write effectively in both a literary and non-fiction style; to be able to choose and use a variety of sentence types chosen for impact and effect

Reading Skills	Writing Skills
<ul style="list-style-type: none"> • Comprehension: to read and understand the main points of a text; to be able to select relevant and important information and ideas from a text • Inference: to understand how meaning is implied and inferred through language and tone • Language focus: to understand how writers choose and use specific words, phrases and linguistic features for effect, and to have a personal view of the effectiveness of a writer’s choices • Language techniques: to be able to recognise, use and explore the effect of a range of language and literary devices, in both fiction and non-fiction texts, using relevant examples for deeper analysis • Opinion: to be able to form an opinion of a text or topic by using examples and ideas from a range of text • Comparison: to be able to compare and contrast ideas, language and effect 	<ul style="list-style-type: none"> • Planning; drafting; editing to be able to generate and select ideas linked to a specific topic or text: to be able to write an extended and fluent written text, in a range of creative literary fiction, and non-fiction styles: to be able to edit and change ideas to explore the most effective ways of creating a successful text • Paragraphs: to be able to use a range of paragraph structures accurately and effectively; to be able to craft cohesion and sequencing within a paragraph and across a whole text • Sentences: to be able to use a range of effective sentence types and lengths with accuracy and impact, and be able to discuss how sentences are used for impact and effect • Punctuation: to be able to use a range of punctuation accurately and be able to discuss how punctuation is used for impact and effect • Literary devices and Vocabulary: to be able to use an increasingly varied and effective bank of more sophisticated vocabulary in order to express ideas and creative effective images and descriptions; to be able use a range of literary devices effectively and imaginatively within a text

- Students should be extending their working vocabulary in creative and detailed ways, choosing and using the most effective words and phrases to suit audience, purpose and form in a range of written texts.

Curriculum plan

Unit of Work		(Vertical Curriculum & Spiral Curriculum) Why do students study it?	(Vertical Curriculum) Why do they study it when they do?	(Vertical Curriculum) How will their grasp of the Big Ideas be assessed?	(Spiral Curriculum) How will they be supported to remember & retrieve the Big ideas?
Year and term	What is the title of the unit? How many weeks of how many lessons will it last for?	What are the "Big Ideas" to be taught in this unit (the essential skills, concepts, knowledge that students will need later on)? Why are these essential? (How do they build students up towards the curriculum end points you have identified above?) How else does this unit implement the ideas in your vision statement above?	How do the Big Ideas in this unit build on those from previous units? How do they prepare students for those in future units?	How will the Big Ideas be assessed? Outline the assessed task and assessment objectives.	What strategies will be used to help students remember and retrieve the Big Ideas over time? (E.g. retrieval practice with knowledge organisers, spaced testing etc).
Year 7: Mirrors, monsters and marvels in our world					
7a	Autobiographical writing: "Finding your place in the world" LANG	<ul style="list-style-type: none"> Conventions of non-fiction writing, based on 1st person recount Impact and effect of sentence variety and language choices on the reader Planning, drafting and editing behaviours 	<ul style="list-style-type: none"> Bridge gaps from KS2 non-fiction writing skills, using familiar topics and ideas, within an accessible form and purpose 	<ul style="list-style-type: none"> Book work will show a baseline level for skills and give teachers formative opportunities Other: CAT tests/GL assessments will be used as independent data for all students 	<ul style="list-style-type: none"> planning styles and practice will enable pupils to choose and use the most appropriate strategy when writing independently conventions of non-fiction writing will be explored as features to revise
7b	The History of English LANG	<ul style="list-style-type: none"> Exploration of an overview of the history of English from Anglo Saxon times to the present day. Trace the development and evolution of English exploring how language 	<ul style="list-style-type: none"> Pupils are given an opportunity to explore the etymology of Language, from the earliest written Literary texts, and the cross-cultural historical 	<ul style="list-style-type: none"> Students produce a multi modal report on the evolving language and experiment with writing in different styles, e.g. a mini saga, kennings 	<ul style="list-style-type: none"> Students will be supported through a range of multi-modal texts across history. They will explore cross-curricular links in themes and research.

		<p>changes and adapts to different social and historical contexts.</p> <ul style="list-style-type: none"> • Students will read a selection of texts from The Anglo-Saxon chronicle and The Canterbury tales, through to contemporary texts. • Study the spread of English into other languages and how other languages have influenced English. 	<p>events and links within the last 2000 years.</p> <ul style="list-style-type: none"> • Pupils will use all their skills in comprehension, inference, analysis of language and links to previous texts to be able to recognise and evaluate the influences of early English and English throughout history into the texts studied, and their own reading experiences. • These links can be thematic, character-based, genre and style, contextual etc 	<ul style="list-style-type: none"> • Creative writing in the form of a [mini] saga or in the oral tradition. 	<ul style="list-style-type: none"> • Frameworks and resources will enable all students to access information, and be able to create an informative text of their own in a choice of style.
7c	<p>Short Story Unit <i>Johanna</i></p> <p>Science fiction, science fact LANG</p>	<ul style="list-style-type: none"> • Challenge students to think beyond 'usual' realms of understanding and experience • Exploration of traditional narrative forms in new settings and with new concepts and themes • Explore a range of texts from Science-fiction genre to be able to develop individual ideas and creative themes • Understanding structure in short stories 	<ul style="list-style-type: none"> • Builds on writing skills from both fiction and non-fiction • Develops ideas through reading, generating ideas, planning, drafting and editing • Looks towards process of writing for year 7 exam, linking and developing reading and writing skills 	<ul style="list-style-type: none"> • A narrative writing response using the science-fiction genre in the style of Paper 1: Q5 of the new specification English Language exam. 	<ul style="list-style-type: none"> • Frameworks for planning and writing • practice writing techniques (Phil Beadle writing by numbers) • Let's Think approaches to the genre and themes • students will need this combination of writing behaviours for Language Paper 1 Q5.

7d	Shakespeare: The Tempest LIT	<ul style="list-style-type: none"> • Explore the presentation of ‘monster’ and ‘monstrous behaviour’ in Shakespeare text (The Tempest) • Focus on the language used to explain these differences, using the characters of Prospero, Ariel and Caliban • Discussion and pupil responses should focus on their comprehension and inference skills, rather than detailed technical analysis of the text • Build confidence with understanding and discussing the ideas in Shakespeare, using the text to support responses 	<ul style="list-style-type: none"> • Builds on ideas from ‘Monsters and Outsiders’ • Explores deeper into how monstrous description and behaviour are not always aligned • Previous term (Autumn) the whole play have been taught in Drama, activating prior knowledge and enabling English to focus on the writer’s craft 	<ul style="list-style-type: none"> • Formal assessment: How does Shakespeare explore the theme of power in the play? How does Shakespeare explore the idea of ‘monsters’ in The Tempest in the power and relationships in the play? <ul style="list-style-type: none"> - Look at the way characters are described in the scenes - Look at the way characters speak and how they talk to each other - Look at the way characters behave • Pupils should be writing in a thoughtful way, using the text to support and explain their ideas about monsters, and the way that Shakespeare presents the idea of ‘monstrous’ behaviour in the set scenes. 	<ul style="list-style-type: none"> • The ideas are revisited throughout the Short Story unit, and later in KS3 in Shakespeare (Macbeth). • In KS4 the concept of ‘monstrous behaviour’ is a theme throughout the English Literature set texts. • Language analysis skills built here are the foundation of all focus for language exploration in both Language and Literature
7e	Novel Study : <i>12 Minutes to Midnight – new text</i> LIT	<ul style="list-style-type: none"> • Conventions of novel writing • Understanding how a writer creates characters, settings and mood/tone 	<ul style="list-style-type: none"> • Brings together aspects of creative/non-fiction writing previously studied (descriptions of characters/mood /setting etc) and highlighting the 	<ul style="list-style-type: none"> • Reading assessment from an extract from selected novel • Writing critically about a text 	Reading strategies: <ul style="list-style-type: none"> • Predict • Infer • Analysis and understanding of language and structural choices

		<ul style="list-style-type: none"> Understanding how to respond as a 'reader' 	<p>importance of the 'response as a reader' and the 'understanding of the effect of the writer's choices'.</p> <ul style="list-style-type: none"> Builds and continues reading stamina (from Literacy lessons and independent reading) Discussion and shared responses allow students to build on a range of viewpoints and perspectives from others 	<ul style="list-style-type: none"> Writing a creative response to ideas or images linked to the text/writing in role as a character (empathy and understanding of context and character) 	<ul style="list-style-type: none"> Exploration of the effect and impact of the writer's language and structural choices <p>Writing strategies:</p> <ul style="list-style-type: none"> Critical writing in personal response to a text Planning, writing and editing creative writing response
7f And g	Continued study: Novel, leading into S&L presentation	<ul style="list-style-type: none"> Language focus on writer's descriptive techniques and applying to own writing (both fiction and non-fiction) Exploring features of rhetoric and effective writing for an audience Research skills and collating information 	<ul style="list-style-type: none"> Introduces ideas from wider social, historical and cultural contexts which can be referenced more broadly at this point Literary non-fiction articles exploring science and ethics 	<ul style="list-style-type: none"> Reading responses focus on the writer's choice and impact of language used Responding to a range of non-fiction texts to explore a broader response to the themes and ideas in the drama text Presentation: TASK: You have been asked to write presentation as 'an expert' museum curator about an object of your choice which you have researched. 	<p>Writing strategies:</p> <ul style="list-style-type: none"> Critical writing in personal response to a text <p>Planning, writing and editing creative writing response</p>
Year 8: Same worlds, different problems: same problems, different worlds					

8a	Literary villains – From Hero to Zero LANG and LIT	<ul style="list-style-type: none"> Literary villains unit leads towards the character development in Macbeth, but explores the ideas of ‘hero and hubris’ across a broader range of texts Wider contextual worlds are also explored, building knowledge of the contextual world behind Shakespeare’s plays; the world of the Victorian literary villain, and how these concepts and characters are still present in the modern world and in modern texts. 	<ul style="list-style-type: none"> This unit precedes Macbeth in order to build greater depth in how characters are used by writers to explore the experience of ‘being human’, and how ambition, desire and jealousy can bend and shape the world, defining a future path, and understand the points at which a character would stop, and reflect, and decide to change, or continue their chosen path. 	<ul style="list-style-type: none"> The key skills of comparison and evaluation are revisited and pupils will be required to create an evaluative viewpoint of two characters 	<p>Pupils will be asked to refer back to the Villains and characters from Yr 7 – particular the villainess in <i>12 Mins to Midnight</i>, the characters of Prospero and Caliban from <i>the Tempest</i> and those created perhaps in the Sci-FI creative writing unit.</p> <p>Pupils will be using knowledge learned from YR 7 to analyse the presentation and behaviour of characters in order to understand how writer’s create ‘villains’.</p> <p>This leads to the analysis of villains and characters who are multi-faceted in Macbeth, and later into DNA, and Literature set texts (Hyde/Tybalt/The Birlings etc)</p> <p>This SoW leads directly to the exploration of Macbeth, tracking and understanding the development and presentation of villainous behaviour in Macbeth and Lady Macbeth.</p>
8b	Shakespeare: Macbeth Hero and Hubris – Macbeth’s character arc LIT	<ul style="list-style-type: none"> Shakespeare is a compulsory part of the curriculum Macbeth’s character arc is a good grounding for the development in skills 	<ul style="list-style-type: none"> Students have read a studied character arcs in the Year 7 novel; links to the Tempest, and how characters in this play show similar ideas about power 	<ul style="list-style-type: none"> Formal assessment: Discuss how the character of Macbeth changes across the play: what influences his decisions? How do these 	<ul style="list-style-type: none"> Pupils will be asked to track the character development across a range of texts; pupils build on the inference and close

		<p>when tracking and understanding the way a character behaves in a text</p> <ul style="list-style-type: none"> • Studying how Shakespeare uses language to reveal the character's thoughts and insights helps develop inference and symbolic understanding of language 	<p>and relationships helps bridge the gap between the play and their own experiences</p> <ul style="list-style-type: none"> • Students have sufficient resilience and stamina to read across a whole Shakespeare text and track the changes and development of the character • Students are able to understand how contextual and social influences are seen within the play, and how they have helped shape the text as a whole 	<p>decisions alter his future? Why is the outcome of the changes so important for the audience to understand?</p>	<p>analysis of language in many other areas</p>
8c	<p>Novel and linked texts: <i>Northern Lights</i>; LIT</p>	<ul style="list-style-type: none"> • Conventions of novel writing • Understanding how a writer creates characters, settings and mood/tone <p>Understanding how to respond as a 'reader'</p>	<ul style="list-style-type: none"> • Brings together aspects of creative/non-fiction writing previously studied (descriptions of characters/mood /setting etc) and highlighting the importance of the 'response as a reader' and the 'understanding of the effect of the writer's choices'. • Builds and continues reading stamina (from Literacy lessons and independent reading) 	<p>Novel extract analysis:</p> <ul style="list-style-type: none"> • Exploring how writers use language to create images and provoke a reaction in the reader 	<p>Reading strategies:</p> <ul style="list-style-type: none"> • Predict • Infer • Analysis and understanding of language and structural choices • Exploration of the effect and impact of the writer's language and structural choices

			<ul style="list-style-type: none"> • Discussion and shared responses allow students to build on a range of viewpoints and perspectives from others 		
8d	Nature and the Romantic poets LIT	<ul style="list-style-type: none"> • Exploring how Language is used by writers to explore the Awe and Wonder of the Romantic movement; to be studied as preparation for Unseen poetry and elements of both GCSE Lang and Lit (set texts)/The Gothic in yr 9 • Introduction to the genre of Romanticism, exploration of the importance of this time in history, and its impact on Literature; understanding and use of key literary techniques eg extended metaphor, pathetic fallacy, the Sublime 	<ul style="list-style-type: none"> • Building on the use of literary techniques in Literary Villains, and development of character and setting from an author's point of view; • Links back to ideas about the global perspective in the non-fiction rewilding unit, and challenges pupils to re-use information in a more Literary sense, rather than through a non-fiction perspective. • Comparison skills are built in to this unit to enable pupils to understand how best to select ideas for comparison, to explore the layers of meaning and inference in selected examples, and to be able to put together their views across a range of texts and examples 	<ul style="list-style-type: none"> • Assessment will include a written exploration and comparison of two Romantic poems 	<ul style="list-style-type: none"> • Key skills and literary techniques will be revisited in the Gothic unit in Yr 9; Unseen poetry in Year 10 may test the response to the genre and form, leading to the study of selected poems from the AQA Anthology (Power and Conflict) where the 'nature and abstract power poems within this cluster are studied.
8e	Viewpoint writing: expressing my	<ul style="list-style-type: none"> • Develop skills are non-fiction writers 	<ul style="list-style-type: none"> • Re-cap how viewpoints are expressed in language and 	<ul style="list-style-type: none"> • Writing in response to a range of extracts and 	<ul style="list-style-type: none"> • Year 9 Speeches unit • Further explores non-fiction texts and goes

	opinion – Writing to explain and entertain LANG	<ul style="list-style-type: none"> To understand how literary features are used to extend and develop ideas in non-fiction text types To gain a broader understanding of world issues; how to argue and explore different points of view and how to find their own opinion and place within these issues 	<p>writing styles for non-fiction texts</p> <ul style="list-style-type: none"> Discussion and examples from a range of texts allows students to extend and develop their own viewpoints, and to experiment with creating impact in their own writing. 	<p>examples of comedy and effective texts</p> <ul style="list-style-type: none"> Writing their own opinionated text, using a variety of literary features and structures for impact and effect 	<p>deeper in the use and impact of rhetoric</p> <ul style="list-style-type: none"> Frameworks for writing, suggested sentence starters and vocabulary/literary features lists will be available to refer to and refer back to in later years
9a The Gothic	The Gothic Introduction to GCSE level extracts for analysis of language, character and setting; creative writing to lead towards Lang P1 Q5 skills	<p>Enhanced by students work around sublime, pathetic fallacy etc in the gothic unit.</p> <p>Use of extracts in first half of unit allow a focus on writing skills including: pathetic fallacy, narrative perspective, figurative language, extended metaphor, use of punctuation to create tension.</p> <p>Second half of unit allows for the experience of a short story.</p> <p>Focus on structural features.</p>	This unit begins to challenge to reading experiences of pupils, and uses both literary heritage extracts, and then a focus on a longer short story (The Yellow Wallpaper) to explore the conventions of the Gothic genre, and learn how to recognise, analyse and re-create these conventions in class tasks	The first assessment will be a creative writing task, following and using the conventions of the Gothic genre.	References back to Yr 7 novel Pathetic fallacy and literary techniques in Yr 8 Romantics

		PREP FOR LANG PAPER 1			
9b	Speeches and Rhetoric	Builds effective language for Spoken communication Explores the use of different language features in written and spoken texts; explores the form and structure of rhetoric and speech making	The rhetorical conventions in the Trial speeches of Atticus are a good grounding to explore the impact and effect of rhetoric within an already-studied text. This is then compared to the features found in the selected historical extracts and texts (although these are updated to keep abreast of current global events and movements (HeforShe/Obama and Trump Presidential speeches etc) Pupils study the structure and use of different figurative language features which are specific to Speech writing.	Opportunities for cross-curricular links are big here; Drama, RPS and History will have used elements or links to the chosen texts and extracts Homework opportunities for further research and exploration of the characters and contexts is possible	Language features and form are revisited in preparation for Language Paper 2 (reading and writing sections) Revisit skills and knowledge learned in Year 9 Modern text <i>DNA</i> to compare the use of speech features
9c English Literature set text	Modern Play <i>An Inspector Calls</i>	GCSE LIT set text <ul style="list-style-type: none"> • Society of crisis and hope • Writer's commentary and warning for the audience • Use of the play form to expose difficulties and concerns about present society 	Year 9 novel – division and bigotry written into society to be challenged; the face of the vulnerable and the impact of society (positive and negative) Symbolism in figurative language to explore empathy and connection with the reader	Thematic or character-based task builds experience for the end-point exam task, and extends the planning and stamina in response writing from previous years	Knowledge organisers, retrieval quizzes, re-cap later in KS4 course

		<ul style="list-style-type: none"> Focus on divisions: gender, wealth; education; the vulnerable, the lessons to learn from history 			
9d Introduction to GCSE English Language	Intro to GCSE – Lang P1 Reading Skills	Paper 1 prep unit – introducing students to the format and requirements of Qs 1 -4.	THIs unit focuses on the ‘new and enhanced’ skills needed at KS4. It is an introduction to the layout and demands of the papers and tasks (both Lang and Lit across the individual tasks), but ends with the focus on Lang P1. This is the first preparation for the Year 9 exam, which tests these new skills and approaches to Reading tasks.	Reading skills: Lang P1 - whole paper	Pupils will revisit the skills and focuses of Lang P1 again in Year 10 and then as preparation for Trials exam 1 (Paper 1) in Year 11 (and beyond to preparation for the Final GCSE exams). Reading skills and key language for analysis is built throughout the Year 10 and 11 curriculum, allowing many opportunities to revisit and revise up to the final exams
9e	YEAR 9 EXAMS Lang P1 Prep	This summative assessment builds on the learning from the previous unit, and also is the first opportunity to formally test pupils within timed conditions. The Exam will run over two lessons – 1 for Reading (qs 1-4) and 1 for Writing.	Pupils have had preparation within Year 9 to understand the demands and approaches to the GCSE; this exam extends the Introduction to GCSE under a formal task.	YEAR 9 EXAMS Reading and Writing	These papers begin the formal anthology and approach to revision for staff and pupils; pupils are given detailed WAFFs and the formative targets from these exams will be kept and referred to later in preparation for the next time these skills/this paper is assessed.
9g	Novel: To Kill a Mockingbird	This novel is a key part of the curriculum: it builds on the bildungsroman genre explored in the Year 7 and 8 novels; explores and extends the themes and ideas in the text choices in Introduction to GCSE in Year 9, and sets up the	Pupils have explored the use of effective language to explore the issues of race and societal division in previous units; the poetry analysis uses the same focus on the writer’s choice of language and structure, but in a different genre, so shows	Extract-based reading task, exploring ideas, themes and close analysis of language Opportunities for creative and empathetic writing responses.	Contexts, themes, ideas and skills are revisited throughout Year 10 and 11

		<p>students to be able to understand the nuances and messages of the writers of the set-text choices for GCSE Literature. Novels allow students to fully immerse themselves in the empathetic and analytical modes needed for effective application in the GCSE exams. All aspects of the GCSE Reading assessment objectives for both Language and Literature can be practised through a novel study. This novel is sufficiently challenging in language, tone and structure, but is also a fully accessible story of a child's journey from innocence to experience.</p> <p>Mockingbird is a novel which explores bigotry and division in a society which is very recognisable to the students' own society. Within the safety of the classroom, and in using the agreed language</p>	<p>how skills are multi-purpose and multi-dimensional.</p> <p>Novel study is in every year for the 5 year programme, but shows an increased challenge in theme and complexity.</p> <p>Ideas about society build on those previously explored in Yr 7 and 8; prepare for the divisions in society and the writers' messages in GCSE Literature set texts.</p>		
10a (2023-2034 only)	Lit set text: <i>Modern Play An Inspector Calls</i>	<p>GCSE LIT set text</p> <ul style="list-style-type: none"> • Society of crisis and hope • Writer's commentary and warning for the audience • Use of the play form to expose difficulties and concerns about present society 	<p>Year 9 novel – division and bigotry written into society to be challenged; the face of the vulnerable and the impact of society (positive and negative)</p> <p>Symbolism in figurative language to explore empathy and connection with the reader</p>	Thematic or character-based task builds experience for the end-point exam task, and extends the planning and stamina in response writing from previous years	Knowledge organisers, retrieval quizzes, re-cap later in KS4 course

		<ul style="list-style-type: none"> Focus on divisions: gender, wealth; education; the vulnerable, the lessons to learn from history 			
10b	Lit set text: Pre 19 th C novel: <i>A Christmas Carol</i>	<p>GCSE LIT set text</p> <ul style="list-style-type: none"> Use of the novel form to expose difficulties and concerns about present society Focus on divisions: gender, wealth; education; the vulnerable, the lessons to learn from history Builds from the shift in society to understand the personal responsibility of the individual in their thoughts, words and deeds 	<p>Contexts in Yr 7 Novel <i>12 mins to midnight</i></p> <p>Links to the previous unit where the writer's message as a comment/criticism/warning about society are explored</p> <p>The Gothic genre is helpful in revisiting the importance of creating tone and impact through language and descriptive choices</p> <p>Presentation of the divisions in society, explored through wealth, class, gender, age and personality are extended from previous learning, and reinforced across all Literature set texts</p>	<p>Extract-based task – focusing on one element of the novel, using links to other ideas/themes/events in the novel to compare or build from to show wider knowledge</p>	<p>Knowledge organisers, retrieval quizzes, re-cap later in KS4 course</p>
10c	Shakespeare set text: <i>Romeo and Juliet</i> Spring 1 and 2	<p>GCSE LIT set text</p> <ul style="list-style-type: none"> Linking ideas about families, social pressures and expectations from one context to another; understand the concepts of fate and destiny vs personal choice Understanding the play as a vehicle for societal criticism and comment – 	<p>The exploration of both the playfulness and tragedy of language in <i>The Tempest</i> and <i>Macbeth</i> is combined in this play.</p> <p>The necessary comprehension of the timeline and plot (chronological), and the use of the wider structural sophistication of the dramatic irony and foreshadowing of the Prologue and</p>	<p>Links to the complexity and difficulties experienced in the Year 8 novel allow students to compare and contrast these two texts, learning from the outcomes of the Year 8 novel to better understand the conundrum that the characters face in their story.</p>	<p>Knowledge organisers, retrieval quizzes, re-cap later in KS4 course</p> <p>Tasks</p>

		<p>use of a different context for political reasons</p> <ul style="list-style-type: none"> Place of the journey from innocence to experience 	<p>text support and challenge all students.</p> <p>Students are able to empathise and understand the play within their own contexts, as well placing the attitudes and behaviour of the characters within their own specific contexts.</p> <p>Language analysis skills are needed to be able to choose and respond to ideas within the text (extract) and within the whole text.</p>		
10d	Language Paper 2	Preparation for the skills and tasks needed for GCSE Eng Lang	<p>This builds on some of the skills and approaches explored in the Introduction to GCSE; however the increased cognitive demand of the two sources, summary skills and the comparison of the writers' perspectives are skills which are first explored in Year 8 (Romanticism and Non-fiction writing) but are now given specific teaching time.</p> <p>By this stage in the 5 years, students have sufficient knowledge and discussion skills to be able to meet these demands in the task design. This is also be the focus for the Year 10 exam, so will be revisited again before the end of year 10, as well as in Year 11 for Trials 2, before the final CGSE exams</p>	<p>First exposure to these text types (non-fiction texts) is in Year 7 AutoBio unit; revisited again in Yr 8 (Rewilding) Non-Fiction writing. The Writing tasks are explored in tasks in KS3, and specifically in Speeches and Rhetoric in Year 9</p>	<p>Knowledge organisers, retrieval quizzes, re-cap later in KS4 course</p>
10e	Power and Conflict poetry	<p>GCSE LIT set text</p> <ul style="list-style-type: none"> Society of crisis and hope 	<p>This unit focuses on the main body of the Anthology Poems, building</p>	<p>Various formative tasks cover this unit, including individual analysis</p>	<p>Knowledge organisers, retrieval quizzes, re-cap later in KS4 course</p>

	(War and physical conflict)	<ul style="list-style-type: none"> • Writer's commentary and warning for the audience • Use of the poetic form to expose difficulties and concerns about present society • Focus on divisions: gender, wealth; education; the vulnerable, the lessons to learn from history • Use of the poetic forms to expose difficulties and concerns about present society • Builds from the shift in society to understand the personal responsibility of the individual in their thoughts, words and deeds • Linking ideas about families, social pressures and expectations from one context to another; understand the concepts of fate and destiny vs personal choice • Understanding the poems as a vehicle for societal criticism and comment – use of a different context for political reasons • Place of the journey from innocence to experience 	<p>from experiences of empathy and understanding from previous units and set Lit texts (ACC/J&H; AIC) but with a wider historical spread and a more keen focus on the effects and impacts of war and physical conflict. Individual poems require study of varying contexts; the impact of the physical, mental and emotional effects of war are explored, as well as the focus on identity and place, as explored in the Introduction to GCSE.</p> <p>These poems are paired in various ways to ensure pupils are prepared for the task design in the exam; there is no set pairings, and pupils should feel confident to make links for each poem to a variety of others, testing their poetic analysis skills as well as balancing comparison and personal responses.</p>	<p>of poems, comparison and research into the contexts and historical placement of the poems.</p>	<p>And pupils will be required to revise the comparison and links between the poems, including those studied in year 9.</p> <p>Knowledge organiser of key terms, skills reminders, structural form and subject-specific terms for poetry will be key for this unit (and the following)</p>
10f	Unseen poetry Lang Paper 1 Q5 (Creative writing)	Exploration of Poetry as an expression of thoughts, feelings and experiences	The skills and analysis practised in the previous unit allow students to practice these in a more independent manner, where	This unit is assessed with a formal comparison task, as well as building from formative discussion and analysis	Knowledge organiser of key terms, skills reminders, structural form and subject-specific terms for poetry

		<p>Understanding the choices writers make in structure, form and language, and the impact of these on the reader's emotions and thoughts.</p> <p>Use of a wide variety of figurative and structural forms to create effective and emotive creative texts.</p>	<p>understanding (decoding) of the tasks, titles and themes of the Unseen poems are key to exploring a full personal response, and full coverage of the writer's choice of structure and language selected to create impact and effect in the poems.</p> <p>Pupils are also re-tested in the comparison skills, finding links, similarities and differences in paired poems.</p>		
11a	Lang Paper 1 ACC/J&H	<p>Preparation for the skills and tasks needed for GCSE Eng Lang – revision and development of Creative reading responses and analysis and creative writing forms (own writing)</p> <p>Revision of the set text – 19th C novel</p>	<p>Pupils are given formative tasks and the use of the mark schemes in order to understand their own skill level and how to improve their skills and responses for each task.</p> <p>A selected paper for practice and preparation</p>	Students work with formative tasks and per/self-assessment in preparation for Trials 1	<p>Links to Year 10 teaching of the set texts; constant revision of the AO2 analysis skills, and those discussions surrounding the impact of structure and form.</p> <p>Creative writing should extend and develop skills and imagery explored in previous units</p>
11b	AIC/ACC/J&H	<p>Revision of exam tasks and skills; practice of task design; understanding and self-assessment of skills against the GCSE mark schemes</p>	<p>Recap and revision of the main plot, structure, characters and themes are key at this stage; pupils are also challenged with wider reading and linked essays.</p> <p>Pupils are given formative tasks and the use of the mark schemes in order to understand their own skill level and how to improve their skills and responses for each task.</p>	Students work with formative tasks and per/self-assessment in preparation for Trials 1	
11c	Exam Prep	Revision techniques/preparation and planning for longer responses	Pupils are focused on incremental gains in exam situations; planning	Formal summative assessment in Trials 1	Target sheets and formal marking feedback will be used in

		and writing tasks; understanding how to show the correct skills and language focus for the marks available for different tasks; practice in reading and writing stamina	and preparation for both Language and Literature exams; Revision techniques and timing practice to ensure the optimum time is used per task in the exams.	Language Paper 1 (full paper) Literature Paper: 19 th C novel (ACC/J&H) and Modern text (AIC)	preparation for final terminal exams.
11d	Lang P2 Power and Conflict Poetry (place and time) Unseen poetry R&J	Completion of set texts – final 6 poems – place and time – and revision of the techniques for poetry analysis	Revision and recap of Lang P2, starting with reminders of targets from Year 10 exams, and looking at high quality articles. The final 6 poems give an opportunity to revise the previous 9 poems with a fresh focus, and explore new links and comparisons across the Cluster. Revision of R&J is focused on the exam skills to link various practice extracts to the whole play, understanding the need to place the extract <i>within</i> the play, and to discuss as a focused moment for the whole plot.	Various formative tasks, linking revision of individual tasks to mark schemes and exam board advice. Formal summative assessment in Trials 2 Language Paper 2 (full paper) Literature Paper: Shakespeare; Power and Conflict poetry (anthology); Unseen poetry	Target sheets and formal marking feedback will be used in preparation for final terminal exams.
11e	Exam prep and revision	Final preparation for exams	Focus in lessons is on the main ideas and responses gleaned from Trials 1 and 2; revision of key skills and information/knowledge for set texts Stamina and confidence in students for the rigour of the terminal exams		Target sheets and formal marking feedback will be used in preparation for final terminal exams.

A Horizontal Curriculum

Key principles

“A Horizontal Curriculum- *Students’ learning within one subject is linked to their learning in other subjects. These links are meaningful and authentic, rather than contrived or artificial. Where appropriate, common methods for teaching the same numeracy or literacy skills are used across different subjects and where relevant, the Big Ideas students gain from one subject are built upon in another.”*

List here the skills, knowledge and concepts that are common between this course and other courses within the college. After discussions with relevant Curriculum Leaders, explain the decisions that were made around sequencing of taught content and common approaches to teaching methods.

The commonalities between English and many other subjects in the school are numerous: reading skills include comprehension and correct processing of information in texts, covered in English in non-fiction SoW and all literary extract tasks; inference and prediction are common to history, RPS, drama and science notably, but these ‘reactive’ skills are cognitive processes that allow students to think more creatively about the information they are given, and to look for alternative interpretations and empathetic viewpoints, instead of a purely logical or rational approach; comparison is used in most other subjects, and in English we teach how to balance ideas for both positive and negative attributes, and to understand the nuances between ideas, texts and source texts; evaluation is used in English to study the differences between subjective and objective viewpoints, and these skills are also common across most other disciplines. In writing, skills start with learning and processing ideas, planning and selection of the most appropriate themes, semantic field and register, and structure of texts in order to complete the task; choosing and using the most appropriate language, vocabulary and sentence structures for different tasks ensures that pupils should be able to select and use appropriate writing styles in other subjects; writing skills also include a focus on accuracy and secure literacy for writing. This includes secure use of sentence forms, paragraphing, punctuation and spelling of most common vocabulary.

The knowledge and concepts in English are also a broad base which links to many other subjects. Specifically, the text choices in some areas link directly to other subjects (KS3 Literacy novel *Noughts and Crosses* requires knowledge of segregation and divisions in society, the Civil Rights movement, and America from 1930-1960) – then leading to *To kill a Mockingbird* in Year 9; the study of *Romeo and Juliet* in KS4 links to the teaching of the Reformation, Elizabethan society, and the dramatic history of tragedy as a genre).

In discussions with other subject leaders, the order of some English year curriculum maps has been designed so the students are taught the ‘facts’ or historical/dramatic/ethical content and knowledge first, and this wider background knowledge helps students understand the context and place of the Literature texts, plot and characters in greater depth.

A Broad and Balanced Curriculum

Key principles

“A Broad and Balanced Curriculum- *The curriculum balances depth (level of detail given to topics or skills) with curriculum breadth (the range of topics or skills covered). The curriculum promotes diversity and includes cultural capital to equip students with the knowledge and skills to succeed in life.”*

Explain your strategy and decision-making to ensure all students access a broad and balanced curriculum. What decisions were made around breadth versus depth? How does your curriculum promote diversity? Which cultural capital opportunities are incorporated into your curriculum and how do these equip students with the knowledge and skills to succeed in life?

Decisions about curriculum content, texts, linked themes and focus are routinely analysed and evaluated within the dept in order to ensure that the focus of the curriculum remains relevant, broad and balanced, reflecting the societal responses to current situations and concerns. Texts are chosen to ensure a range of authors, genre and time. The range of texts and tasks between the disciplines of Language and Literature ensure that there is a broad basis of experience for all students, allowing active discussion and participation for all students. Students are given a range of themes within the curriculum to cover the range of experiences and emotions experienced in life: through reading about the experiences of others, we are better able to empathise and understand our own experiences. Texts are chosen to reflect a fully diverse range of writers throughout the 5 years in English, and the focus for KS4 texts allows students to better place themselves within society, and to actively understand the mistakes and successes of previous societies, in order to better place themselves within their own world and future

Cultural capital opportunities are written into super curricular suggestions for SoW, as well as opportunities to participate in trips such as The Globe Theatre and Tate Modern; external theatre trips and visiting theatre companies (Young Shakespeare Company); World Book Day; and visits and workshops from writers and authors. Students are actively encouraged to go and seek other opportunities for themselves, and explore a full range of reading opportunities.

An Inclusive Curriculum

Key principles

“An Inclusive Curriculum- *The curriculum ambition is the same for all students but is made accessible for SEND, low attaining and disadvantaged students. This means the curriculum and its component lessons are planned on the principle of “teach to the top” but are organised into small individual units which are logically sequenced and then scaffolded to help students each reach their individual highest possible level.”*

Explain the approaches you use to ensure that all students access an inclusive curriculum. Explain how the curriculum is adapted to be accessible for SEND, low-attaining and disadvantaged students. How are lessons and teaching resources differentiated?

Pupils with SEND are supported in class with resources which use a variety of learning approaches; pupils are encouraged to use audio-books and graphic novels to help access key texts; PP pupils are supported in KS4 where key texts and revision guides are provided to enable pupils to have a personal copy of texts to read and annotate. All pupils are actively encouraged to use the library facilities and are allowed to email homework, print in the library or provide written homework where no one approach is defined. This allows all students to access learning fairly, and give in independent work in whatever form is the most appropriate for their personal and learning needs. Pupils are supported to use devices such as netbooks and ipads to access resources and learning if appropriate, and large-print copies of resources and texts are provided if required

A Work-Related Curriculum

Key principles

“A Work-Related Curriculum- *Within each programme of study there are opportunities for students to learn about work in related industries and sectors of the economy. This includes gaining the knowledge and understanding of different careers and jobs.”*

Explain the work-related knowledge and skills that you have built into the curriculum and how these are shared with students. Which careers and jobs are linked to and why?

All English skills are work-related: the ability to read and write fluently, and to communicate verbally with precision and clarity is needed for any and every work-place. English-specific skills can be useful for careers which require a high-fluency in inference and language-based prediction, reference and deduction, accuracy and clarity in communication, such as journalism, law, advertising, copy-writing.

An Adaptive Curriculum

Key principles

“An Adaptive Curriculum- *Regular planned assessments measure what students have understood from the taught curriculum and there is flexibility to adapt the future curriculum on the basis of this assessment. For example, this could mean finding time to reteach areas of student weakness or to include more opportunities for revisiting content than were originally planned.”*

Explain how the curriculum has been planned to be adaptive so that areas of student weakness can be retaught.

The English curriculum is adaptive throughout the 5 years.

Regular formative tasks throughout each SoW ensure that teachers are able to identify misconceptions or areas of weakness in individuals or whole class tasks, and are able to adapt the resources and pace of learning within a week or two weeks to be able to address the areas of concern, and secure before moving on with the curriculum. Flexibility is created through planned SoW which are not ‘lesson-by-lesson’ but focussed on LOs which each teacher can stretch and deepen for learners if needed. Most SoW have a maximum of three LOs per week (over 4 lessons) which allows time and space in the teaching and curriculum to ensure that all students are able to learn at a pace which is rigorous, but allows for adaptation from the class teacher to secure learning for all, adapting and supporting low attainers and those with misconceptions or SEND needs, whilst being able to stretch and challenge high attainers and those who are secure

Schemes of work have selected resources that form the key framework of delivery, but there is allowance for teachers to use resources which broaden and support the LOs, as long as the selection delivers the LOs and key learning questions and skills required in the scheme of work. Equity of planned Learning Objectives ensures that all students are accessing the key skills and practice through a professional selection of texts (if appropriate) or through teaching approaches in class.