

English Curriculum Summary May 2024

Vision:

Students will encounter the best that has been read and written in order to develop their cultural capital and a passion for English. They will develop confidence and clarity in their communication skills, including reading, writing and oracy. Students will develop as independent, critical, perceptive and analytical readers, writers, and thinkers who engage with rich and varied forms, genres and cultures of texts. Students will perceptively consider how context informs critical analysis.

Yearly Intent Statements

What are the aims of specific stages of the curriculum?

- Year 7:

By the end of the year students will have encountered a range of text types: novel, plays, and writing genres, including fiction and non-fiction. They will have learnt to identify quotes in a text to support and develop key ideas. They will learn to use some language terminology to help develop inference. They will begin to develop their understanding of the effect of writers' linguistic choices. Students will begin to consider the role that context plays in texts and their meaning. They will explore a range of texts across time from ancient Greece, Jacobean, Victorian into modern literature. These texts are linked thematically with a focus on heroes and its changing definition across time. This is a key theme that they will encounter through KS3-5. They will develop their ability to communicate in writing with focus on spelling, punctuation, grammar and appropriate vocabulary choices.

- Year 8:

By the end of the year students will have encountered a range of text types: novel, play, poetry, writing genres and non-fiction texts. They will have learnt to make careful choices in their selection of quotes and textual references to support and develop key ideas. They will learn and apply a range of language and structural features using key terms and begin to consider the effect of writers' choices. Students will explore how context impacts upon texts and their meaning. They will explore a range of texts from the Renaissance, Victorian, early turn of the century, to modern literature. These texts are linked thematically by a focus on gender and its changing presentation across time. This is a key theme that they will encounter across KS3-5. It develops and builds upon the theme of heroes from year 7. They will develop their ability to communicate in writing with a focus on accuracy and clarity of ideas.

- Year 9:

By the end of the year students will have encountered a range of text types: play, novel, poetry, writing types, genres and non-fiction. This year will prepare them for the key skills at GCSE by focusing on skills of synthesis, summary and comparison. Students will become familiar with GCSE exam question styles and foci to ensure confidence as they approach KS4. Students will select and identify the best choice of quotes and textual reference; they will use these choices to develop analytical and critical responses which refer to context in their analysis. Students will confidently understand how context informs critical understanding of texts. They will explore a range of texts from Elizabethan, Victorian, World War, to modern literature. These texts are linked thematically by a focus on conflict and its effect across time. This key theme is encountered across KS3-5 and will build upon the key themes encountered across KS3. Students will write with confidence in a range of forms – they will write with clarity, cohesion and accuracy.

KS3 Reading Program:

- KS3 students will participate in a reading program once a fortnight. They will encounter a range of fiction short stories which are chosen from across the literary canon, genres, genders, cultures, and ethnicity. These stories have been chosen as the best that has been read and written. These texts will develop students' awareness of writer's intentions and crafting of reader responses. Students will develop oracy skills through verbal participation by both reading texts aloud and participating in critical discussions which focuses upon developing independent interpretations. These texts have been selected to develop both a passion for reading and to extend students' engagement with a wide breadth of texts.

- Year 10:

By the end of the year students will have a clear understanding of both the English Language and Literature GCSE requirements. They will understand and apply the key skills of text comprehension, summary, comparison, synthesis, language and structural analysis. Students will be able to write for an audience using vocabulary, punctuation, text level and whole text structural features in order to engage the reader fully. Students will develop a full appreciation of the context of a text in order to develop their critical interpretation. Students will encounter fiction/non-fiction texts and genres in order to extend their cultural capital and prepare them for a wider study of the subject. Students will have learnt some of the core GCSE Literature set texts by the end of year 10, which will be complimented through the exploration and application of a range of theories, perspectives and critical reading. Their engagement with these texts will draw on the key themes that they have encountered at KS3 to help to develop their critical understanding.

- Year 11:

By the end of the year students will have a clear understanding of both the English and Literature GCSE requirements. They will have a clear understanding of the key skills and key knowledge. These key skills include text comprehension, summary, comparison, synthesis, language and structural analysis. Students will be able to write for an audience varying their use of vocabulary, punctuation, and text level and whole text structural features in order to engage the reader fully. They will learn to write for different audiences and genres of writing. Students will learn to write using academic vocabulary to express their ideas fully and critically. Students will have a full appreciation of the context of a text in order to develop independent critical interpretation of texts. Students will have encountered both fiction/ non-fiction texts and genres in order to extend their cultural capital and prepare them for a wider study of the subject. Students will complete studying their core GCSE Literature set texts which will be complimented by a thorough exploration and application of a range of theories, perspectives and critical reading. They will draw on knowledge and themes from across KS3 and KS4. They will encounter key characters, contexts, theories and concepts ready to prepare them for further study at A-Level.

- Year 12:

By the end of the year students will have a clear understanding of the distinct English Language and Literature A-Level requirements. They will have a clear understanding of the key skills, knowledge and concepts required to develop critical analysis. These key skills include text comprehension, summary, comparison, synthesis, critical response, language and structural analysis. Students will be able to write for an audience varying their use of vocabulary, punctuation, and text level and whole text structural features in order to engage the reader fully. They will learn to write for different audiences using a wide variety of genres. Students will learn to write using academic vocabulary to express their ideas fully and critically. There is a focus during this year on developing independent critical thinking and perceptive insight into the authors, context and texts which is not simply limited to the texts that are studied. Students will have a full appreciation of the context of a text in order to develop critical interpretation and thinking about texts. They will encounter and engage with a wide range of academic perspectives, theorists, texts and concepts. Students will have encountered a wide range of genres from both fiction and non-fiction texts to extend their breadth of cultural capital to prepare them for a wider exploration of the subject.

- Year 13:

By the end of the year students will be able to apply their key skills and knowledge with confidence, cohesion, and accuracy in order to develop and maintain a critical approach and perceptive analysis of texts. They will write confidently for a range of

audiences using a range of genres, features and methods to fully engage their reader and express their ideas with fluidity and maturity. They will use a wide range of academic vocabulary to express their ideas critically. Students will use their wide understanding and chronological encounter of contexts throughout KS3-5 to perceptively and critically interpret texts. They will consider texts as products of their time whilst contrasting them to modern readings and reception. They will apply their wide knowledge of theorists, perspectives and cultural capital to develop independent interpretation of texts. This will prepare them for further study post KS5.

Rationale behind sequencing:

An interleaved chronological approach to the curriculum is essential throughout all years to develop working memory and critical interpretation of texts.

Year 7

This year is linked chronologically and thematically through the concept of heroes. It is a foundation year to build upon and develop KS2 learning. It introduces students to the key English skills that they will encounter throughout the study of English, and across the wider curriculum.

- 1. Heroes of Myth and Legend:

This unit focus develops students' awareness of context and how gender is presented, and changes, across time. It develops cultural capital by exploring texts from Cicero to Shakespeare, Beowulf to the Fall of Troy. Students are provided with the tools and confidence to engage with challenging texts – these tools are used throughout KS3. They also develop their literacy to enable them to become confident readers and writers as the year progresses. This unit also introduces students to the concept of quotations and key language methods which will be built on throughout KS3.

- 2. Arthurian Heroes:

This unit builds upon students' knowledge of the heroic concept across time. Students consider why and how this theme might have changed by exploring the context of the period. This unit continues to build upon students' use of quotations whilst developing inference, and application of methods.

- 3. Shakespearean Heroes:

This unit develops students' exposure to Elizabethan and Jacobean England through the work of Shakespeare. This introduction to this key playwright will be built upon throughout KS3-5. This unit builds upon KS2 Shakespearean work by introducing students to contextually difficult vocabulary and syntax, whilst giving them the confidence and tools to engage with it fully. It introduces them to different types of heroes: tragic, military and romantic, within their context, which are key concepts that they will encounter and develop throughout KS3-5.

- 4. Dickensian Heroes:

This unit develops students' awareness of context and how heroes are presented, and changes, across time. It further develops cultural capital by exploring extracts

from A Christmas Carol, Great Expectations, Oliver Twist and Nicholas Nickleby. This unit uses the tools introduced throughout year 7 to confidently engage with challenging texts. Students develop their analytical skills, use of quotes and writer's methods. They also develop their own fiction writing skills.

- 5. Novel Unit: Girl of Ink and Stars

This unit focuses on reading a whole text. It continues to explore the concept of the hero and how this concept is presented in comparison to the units that they have previously studied. The introduction of a female protagonist provides a modern perspective on heroism within context. Students continue to build their awareness of the impact of context upon a writer's intention. Students continue to build their confidence in reading and writing. This unit also focuses upon building a passion for reading. In previous units we have studied extracts, this unit provides the opportunity to read an entire fiction text.

- 6. Modern Heroes:

Year 7 finishes on modern non-fiction extracts to develop confidence in students' critical thinking. It consolidates students' understanding of the presentation of heroes across time. It presents modern writing and linguistic methods while developing skills of inference.

Year 8

This year is linked thematically and chronologically through the concept of gender. We explore the traditional literary presentation of gender across time. This year builds upon the confidence required for students to interpret, analyse and compare texts within context. It draws upon the knowledge and concept of heroism explored in year 7 to develop and inform key English skills whilst introducing new contexts and genres.

- 1. Witchcraft and the Supernatural:

This introductory unit examines extracts from across time. It explores the Renaissance notions embedded in Marlowe's Faustus; the tragedy of Shakespeare's Macbeth, and the extended metaphor of Miller's The Crucible. It develops the cultural capital necessary to build upon and understand key concepts at KS3 into KS5. It builds upon the tools that students have engaged with in year 7 to approach challenging texts with confidence.

- 2. Relationship Poetry:

This unit continues to develop the exploration of gender across time and genre. It explores poems from the 1400s to the modern day. It introduces the genre of poetry and its form, providing an exploration of key methods and their effect. It develops analytical and critical interpretation whilst building students' confidence in approaching unseen poems which is a key skill across KS3-5. It also develops writing skills.

- 3. Gothic Fiction:

This unit allows students to encounter the Victorian gothic genre through exploring key texts within context. This genre and context is also encountered at KS4-5. It provides cultural capital and awareness of context through a study of a range of

Victorian Gothic texts and authors including Dickens, Bram Stoker, Mary Shelley and HG Wells.

- 4. Modern Novel – Of Mice and Men:

This term long study of a novel develops the key skills of writing, critical analysis and comparisons that are necessary when reading a novel in context. It builds upon the year 7 novel unit skills of inference, methods and context. Students continue to build their confidence in reading and writing. It also focuses upon building a passion for reading. In previous units we have studied extracts, this unit provides the opportunity to read an entire fiction text.

- 5. Gender in the Media:

The year finishes by exploring a range of modern non-fiction media extracts. This provides the opportunity to continue to develop critical thinking and independent interpretation. It consolidates students' understanding of the presentation of gender across time. It presents modern writing and linguistic/ structural methods whilst continuing to develop skills of inference.

Year 9

This year is linked thematically and chronologically through the concept of conflict and its impact/ effects. It is informed by the study of heroes in year 7 and gender in year 8. It develops the confidence required for students to develop critical interpretation and thinking skills. It draws upon the knowledge and concepts explored in year 7-8 to develop key English skills further whilst introducing new contexts and genres. This foundation GCSE year introduces many of the key skills and knowledge necessary for KS4 success.

- 1. Shakespeare - Romeo and Juliet:

This unit develops exposure to key Shakespearean texts and contexts developed in yr7 and yr8. It builds upon language analysis, understanding of dramatic form, and the effect of structural and linguistic choices within context. It is underpinned by an understanding of heroes (incorporating the year 7 unit where Romeo as a romantic hero was explored) and gender (exploration of Lady Macbeth and Macbeth's roles) encountered in KS3 in order to develop critical interpretation of the text. The study of a whole play introduces the tools necessary for successful study at GCSE Literature and A-Level.

- 2. Non-fiction - 'Children at Work':

This unit explores non-fiction extracts from the Victorian era to the modern day, including the introduction of non-fiction media genres such as newspaper articles, diaries, speeches and essays. It explores the theme of children at work across comparative texts from different contexts. It develops non-fiction writing skills. Students will develop the skills of synthesis, comparison and summary.

- 3. Poetry of Conflict and Culture:

This unit explores poetry through time developing the tools and confidence to engage with unseen poems at KS4-5. It builds upon the poetic form encountered in year 8. The theme of conflict is developed in order to develop critical interpretation and reading across the KS4- KS5 poetry anthologies where conflict, heroism and

gender are central concepts. It also explores poems from other cultures in order to develop the breadth of cultural capital students encounter.

- 4. Fiction - 'Tales of Conflict':

This unit explores modern fiction texts in order to cement the tools, skills and knowledge to develop critical and confident analysis. This unit focuses on analysis of key language and structural skills, critical response, and key writing skills. Students will explore the effect of writers' choices.

5. Novel study - Lord of the Flies: This term long study of a whole text develops critical analysis and reading based upon key context information. It develops key skills of inference, quotations and methods for effect. This unit focuses on reading a whole text within context. It continues to explore the concept of the hero, gender and conflict, and how

these concepts are presented in comparison to the units they have previously studied. Students continue to build their confidence in reading and writing. It also focuses upon building a passion for reading. In previous units we have studied extracts and a whole play, this unit provides the opportunity to read an entire novel fiction text. There are opportunities for a range of genres of writing to be explored to develop confidence in both creative and discursive writing.

Year 10

English Language:

Students focus on reading and analysing a range of fiction and non-fiction extracts whilst developing the core skills of: synthesis, summary, comparison, inference, language and structural analysis. They develop skills of writing both fiction and non-fiction texts confidently with a focus on accuracy and engagement. They write both creatively and discursively across a range of genres. Students complete their Spoken Language NEA presentation to an audience which develops their awareness of writing for an audience.

Literature:

We take a chronological approach to the GCSE by studying Shakespeare's 'Macbeth', before developing our understanding of Stevenson's 'Jekyll and Hyde'. We explore these texts in context whilst drawing upon the skills and knowledge learnt at KS3 to develop critical interpretation. We also develop skills of analysis through an exploration of a range of unseen poetry from across time and genre, which draw upon the knowledge and skills learnt at KS3. We use these skills to develop interpretation and analysis of poems from the GCSE Poetry anthology. Students focus on developing quote choice, inference and analysis of the effect of writer's methods. They also have opportunities to plan and write analytically.

Year 11

English Language:

Students focus on exploring a range of fiction and non-fiction extracts whilst developing the core skills of: synthesis, summary, comparison, inference, language and structural analysis. They develop as critical, independent, engaged readers who use the tools learnt at KS3 to engage with a range of challenging texts with confidence. Students develop skills of writing both fiction and non-fiction extract with a focus on accuracy and engagement. They develop writing for effect through using a varied range of methods to engage their reader. They write using a wide range of genres, vocabulary and structural styles.

Literature:

Students continue to take a chronological approach by studying Priestly's 'An Inspector Calls'. We continue to develop critical interpretation and analysis of the core GCSE texts through an exploration of key theories and perspectives. Students continue to develop quote choice, inference and analysis of the effect of writer's methods. They explore texts in contexts to develop their critical knowledge. They also develop their analytical writing in a cohesive, confident and fluid manner.

Year 12:

English Language:

Students are introduced to the key skills and knowledge required to succeed in the course. They develop their skills of textual analysis through a chronological study of sociolinguistics, language and representation, and prescriptivism and descriptivism. They explore a range of genres, contexts, perspectives and theories. Students will also engage in a wide range of creative and discursive writing styles to develop their confidence when writing for a range of audiences. Students will develop the core skills of synthesis, summary, comparison, inference, language and structural analysis. Students will complete their NEA coursework which consists of three parts: original writing and commentary, and a language investigation.

English Literature:

Students take a chronological approach by studying a range of texts. They perceptively develop interpretation of the core texts through an exploration of key theories, contexts and perspectives. Students thematically explore 'Love through the ages' in paper 1 with Shakespeare's Othello, Fitzgerald's The Great Gatsby, and a range of poetry from an anthology accompanied by unseen poetry. These texts are complemented by examining The Handmaid's Tale by Atwood and a range of unseen prose for paper 2. Students build on their understanding of core concepts learnt at KS3-4 by developing their knowledge and breadth of cultural capital, theories and contexts. They develop as critical and confident readers and writers. Students complete their NEA coursework essay during this year. They carefully select two texts of their choice for independent study and comparison.

Year 13:

English Language:

Students will continue their chronological study of English Language with a focus on varied social groups, world English, language change and acquisition. Students will develop their awareness of texts in contexts and make clear comparisons. They will continue to explore a range of genres, contexts, perspectives and theories in order to develop independent critical reading of the texts. Students will also engage in a wide range of creative and discursive writing styles to develop their confidence, fluidity and cohesion when writing for a range of audiences. Students will develop and build upon the core skills of synthesis, summary, comparison, inference, language and structural analysis. Where necessary, students will complete their NEA coursework which consists of three parts: original writing and commentary, and a language investigation.

English Literature:

Students continue to take a chronological approach by studying a range of core texts. Paper 1 continues with a focus on comparison of core texts including: Carol-Ann Duffy's *Feminine Gospels* and Tennessee Williams' *A Streetcar Named Desire*. Students develop skills of comparison, critical interpretation and independent analysis through examining a range of theories, academic reading and perspectives. Students are prepared for further study post KS5. Students write with confident, maturity, and fluidity whilst employing a range of academic vocabulary, genres and styles. Where necessary, the NEA will be completed during this year.