

English department ‘intent’:

The English curriculum is intended to teach pupils about the value of reading, writing, speaking and listening skills. Not only does proficiency in these areas enhance their understanding of the texts explored in lessons, but these key skills are of vital importance in other curriculum areas and they underpin successful study at all levels. The Key Stage 3 Programme of Study is designed to aid and assess such development. It encourages learners to be inspired, moved and challenged by following a broad and balanced course of study. The heart of teaching at Key Stage 3 is to allow the pupil to learn through creativity and critical thinking. We believe that success at Key Stage 4 begins with preparation at Key Stage 3, and therefore all of our Key Stage 3 Units have been written to address and develop the skills needed for GCSE. At Key Stage 4, pupils build upon these skills and a greater emphasis is placed on Assessment Objectives and examination technique. Throughout their time at Studley pupils have opportunities to reflect on a range of spiritual, moral, ethical, social and cultural issues as well as the opportunity to develop individual citizenship.

English department ‘implementation’:

In English, teachers incorporate a range of resources and learning opportunities to both bring a text to life and to foster a lifelong love of learning. The discursive nature of our subject lends itself to whole class activities and group work, but we also devote curriculum time to independent tasks such as research and extended writing sessions. In order to enhance their experiences in the classroom, pupils have access to a range of technology such as laptops and desktop computers for research, interactive whiteboards and visualisers for live modelling. These activities, whilst also allowing pupils to meet the criteria for academic success at both Key Stage 3 and Key Stage 4, create opportunities to develop transferable skills such as creativity, synthesis, analysis and evaluation. To enhance their experiences outside of the classroom, pupils have the opportunity to engage in a wealth of trips and other extracurricular events. In recent years, these opportunities have included The National Poetry Competition, University ‘masterclass’ sessions, theatre trips (including to the RSC in Stratford-upon-Avon and the Birmingham Hippodrome), The Harry Potter Studios Tour, RSC live schools broadcasts, SHINE reading clubs and an inter-house Spelling Bee. This offer continues to develop and improve, based on pupil need and feedback on previous events. Student progress is enabled through a structured and engaging curriculum, with regular assessments to measure progress. As well as these formalised settings, the progress of pupils is also tracked through teacher questioning and regular lessons observations. The school’s policy of being ‘open door’ is a key component of our environment within English. Visitors to the department, both internally and externally, are always welcome.

English department ‘impact’:

English continues to be a successful department at Studley. We place great value on fostering an environment that allows all pupils to make excellent progress, regardless of their starting points when they join us. Our department’s progress 8 scores for both English Language and English Literature are consistently high and key measures such as 4+, 5+ and 7+ percentages place us well above national averages. In addition to the benefits that pupils gain from achieving excellent GCSE outcomes, we also recognise the importance of developing a multitude of transferable skills that allow our pupils to participate effectively in society and employment. Our goal is to create learners who are able to: demonstrate the skills of critical thinking; understand and appreciate opposing viewpoints and articulate views in a reasoned and mature manner.

Key information in this document

- Key question to be covered for each topic (or **area of content**)
- Assessment Points

- Skill focus (including Assessment Objectives and **Language/Literature** focus)

Assessment Objectives key:

English Language

AO1 - Identify and interpret explicit and implicit information and ideas; select and synthesise evidence from different 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 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

English Literature

AO1 - Read, understand and respond to texts to maintain a critical style; develop an informed personal response; 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

	Autumn Term		Spring Term		Summer Term	
	7 1/2 weeks	7 weeks	6 weeks	6 weeks	6 weeks	6 ½ weeks
Year 7	NEW WORLDS		TELL ME WHY...?		REPRESENTATION	
4 hours per week (including one Reading lesson)	TOPIC(S): Transition Children's Literature	TOPIC(S): Novel Study (<i>The London Eye Mystery</i>)	TOPIC(S): Persuasive Writing (Theme Park)	TOPIC(S): Unseen Poetry Reading	TOPIC(S): Era Study Exam Preparation	TOPIC(S): Exam Preparation Shakespeare

				Comparison skills		Study
	Key Stage 3 skill coverage: <ul style="list-style-type: none"> - Consider how their writing reflects different audiences and purposes - Amend the vocabulary, grammar and structure of their writing to improve its coherence - Pay attention to accurate grammar, punctuation and spelling - Learn new vocabulary, relating it explicitly to known vocabulary - Study setting, plot, and characterisation, and the effects of these - Make critical comparisons across texts 	Key Stage 3 skill coverage: <ul style="list-style-type: none"> - Make inferences and refer to evidence in the text - Know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning - Summarise and organise material, and supporting ideas and arguments with any necessary factual detail 	Key Stage 3 skill coverage: <ul style="list-style-type: none"> - Draw on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing - Use Standard English confidently in their own writing and speech - Give short speeches and presentations, expressing their own ideas and keeping to the point 	Key Stage 3 skill coverage: <ul style="list-style-type: none"> - Recognise a range of poetic conventions and understand how these have been used - Write for a wide range of purposes and audiences, including poetry and other imaginative writing - Make critical comparisons across texts - Know the purpose, audience and context of the writing and draw on this knowledge to support comprehension 	Key Stage 3 skill coverage: <ul style="list-style-type: none"> - Write for a wide range of purposes and audiences, including stories - Check their understanding to make sure that what they have read makes sense - Apply their growing knowledge of vocabulary, grammar and text structure to their writing and select the appropriate form - Discuss reading, writing and spoken language with precise and confident use of linguistic and literary terminology 	Key Stage 3 skill coverage: <ul style="list-style-type: none"> - Understand how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play - Improvise, rehearse and perform play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action - Participate in formal debates and structured discussions, summarising and/or building on what has been said
	Assessment Points: <u>Formative</u> <i>Descriptive writing paragraph</i> <u>Baseline Testing</u>	Assessment Points: <u>Formative</u> - Analytical paragraph - character study	Assessment Points: <u>Formative</u> - Formal letter <u>Summative</u> - Speech	Assessment Points: <u>Summative</u> - Analyse a poem <u>Extension</u> - To write a poem	Assessment Points: <u>Summative</u> Creative piece related to one era studied	Assessment Points: <u>Exam</u> - Reading Comprehension (Component 1) Creative Writing Task - Narrative

	<p><i>Narrative Writing</i></p> <p><i>Extended writing: Characterisation</i></p>	<p><u>Summative</u> - Whole essay - character study</p> <p><i>Online reading and spelling tests</i></p>	S&L - Group Theme Park	Reading - Skills only study	<p><u>S&L Task</u>: Pupils to choose one era to present</p> <p>Exam prep - skills study only</p>	<p><u>Formative</u> - Intro & one analytical paragraph</p> <p><u>Summative</u> - Whole analytical essay</p>
<p>Year 8</p> <p>4 hours per week</p> <p>(including one Reading lesson)</p>	STRUGGLE AND IDENTITY		OUR ENGLISH HERITAGE		DIVERSITY	
	<p>TOPIC(S):</p> <p>Novel Study - 'The London Eye Mystery' for September 2020</p> <p>Creative Writing</p>	<p>TOPIC(S):</p> <p>Transactional/ Persuasive Writing</p> <p>Exam Preparation</p>	<p>TOPIC(S):</p> <p>Year 8 exam</p> <p>Poetry from other Cultures</p>	<p>TOPIC(S):</p> <p>Shakespeare study</p>	<p>TOPIC(S):</p> <p>WAR & CONFLICT</p>	<p>TOPIC(S):</p> <p>MEDIA STUDY</p> <p>Transition to Year 9 ACC context</p>
	<p>Key Stage 3 skill coverage:</p> <ul style="list-style-type: none"> - Re-read books encountered earlier to increase familiarity with them and provide a basis for making comparisons - Study a range of authors - Make inferences and refer to evidence in the text - Draw on new vocabulary and grammatical constructions from their reading and listening, and use 	<p>Key Stage 3 skill coverage:</p> <ul style="list-style-type: none"> - Write for a wide range of purposes and audiences, including a range of non-narrative texts - Apply their growing knowledge of vocabulary, grammar and text structure to their writing and select the appropriate form - Make critical comparisons across texts 	<p>Key Stage 3 skill coverage:</p> <ul style="list-style-type: none"> - Read a wide range of fiction and non-fiction, including prose, poetry and drama - Recognise a range of poetic conventions and understand how these have been used 	<p>Key Stage 3 skill coverage:</p> <ul style="list-style-type: none"> - Study the effectiveness and impact of the grammatical features of the texts they read - Know and understand the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English - Understand how the work of 	<p>Key Stage 3 skill coverage:</p> <ul style="list-style-type: none"> - Read a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors - Know the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension - Draw on knowledge of literary 	<p>Key Stage 3 skill coverage:</p> <ul style="list-style-type: none"> - Make critical comparisons across texts - Know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning - Summarise and organise material, and supporting ideas and arguments with any necessary factual detail

	<p>these consciously in their writing to achieve particular effects</p> <p>- Amend the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness</p>			<p>dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play</p>	<p>and rhetorical devices from their reading and listening to enhance the impact of their writing</p>	
	<p>Assessment Points:</p> <p><u>Formative</u> - Theme related analysis of extract</p> <p><u>Summative</u> - Theme related analysis of extract</p> <p>Creative writing piece linked to novel study</p>	<p>Assessment Points:</p> <p><u>Formative</u> - Book Review</p> <p><u>Summative</u> - Article</p> <p>Exam - skills study only</p>	<p>Assessment Points:</p> <p><u>Year 8 exam</u></p> <p>Reading comp - Component 2 non-fiction & Transactional Writing</p> <p><u>Summative only</u></p> <p>Analysis of a taught poem</p>	<p>Assessment Points:</p> <p><u>Formative</u> - extract response</p> <p><u>Summative</u> - essay response theme related</p>	<p>Assessment Points:</p> <p><u>Online reading and spelling tests</u></p> <p><u>Formative</u> - Autobiographical writing linked to W&C</p> <p>Summative - Poem linked to W&C</p>	<p>Assessment Points:</p> <p><u>Formative</u> - Evaluate the reliability of two newspaper articles</p> <p><u>Summative</u> - Evaluate the reliability of a range of mixed media</p> <p>Context study only - preparation for reading novella</p>
<p>Year 9</p> <p>4 hours per week</p>	ALTERED PERSPECTIVES		GREAT LIVES		CONFLICT, CHALLENGE AND CHANGE	
	<p>TOPIC(S):</p> <p>(Introduced in 2020) - Modern Play study - 'Noughts and</p>	<p>TOPIC(S):</p> <p>Component 2 Literature - 'A Christmas Carol'</p>	<p>TOPIC(S):</p> <p>Component 2 Language - Section A Reading and</p>	<p>TOPIC(S):</p> <p>Component 2 Language - Section B</p>	<p>TOPIC(S):</p> <p>Component 2 Literature - 'Blood Brothers'</p>	<p>TOPIC(S):</p> <p>Component 1 Language - Section B</p>

	Crosses'		Section B Transactional Writing	Transactional Writing continued Component 2 Literature - Unseen Poetry (with enhanced preparation)		Narrative Writing Component 1 Literature - 'Romeo and Juliet'
	Assessment Objectives/Skills AO1, AO2 and AO3	Assessment Objectives/Skills AO1, AO2 and AO3	Assessment Objectives/Skills AO1, AO2, AO3 and AO4 (Reading) AO5 and AO6 (Writing)	Assessment Objectives/Skills AO5 and AO6 AO1 and AO2	Assessment Objectives/Skills AO1, AO2 and AO4	Assessment Objectives/Skills AO5 and AO6 AO1, AO2 and AO4
	Assessment Points: Formative Assessment exploring characterisation midway through the text (extract inspired) Summative Assessment on character development across the play (extract inspired)	Assessment Points: Formative Assessment near the beginning of the text Summative Assessment at the end of the text	Assessment Points: 'Walking/Talking' paper Persuasive speech - arguing for the fourth plinth	Assessment Points: Year 9 exam - Persuasive letter and Unseen Poetry response	Assessment Points: Formative Assessment on early impressions in 'Blood Brothers' Summative Assessment on full 'Blood Brothers' text	Assessment Points: Summative Assessment on Narrative Writing
	BROADER TEXT STUDY (one lesson per fortnight with additional homework opportunities): 'Animal Farm' and '1984' by George Orwell 'Do Androids Dream of Electric Sheep?' by Philip K Dick		BROADER TEXT STUDY (one lesson per fortnight with additional homework opportunities): 'Heroes' by Robert Cormier		BROADER TEXT STUDY (one lesson per fortnight with additional homework opportunities): 'Educating Rita' by Willy Russell	

	CO-CURRICULAR WORK (one lesson per fortnight with additional homework opportunities): Apartheid era South Africa Paramilitary groups throughout history Victorian Era		CO-CURRICULAR WORK (one lesson per fortnight with additional homework opportunities): Background to the NHS The life and works of Alan Turing		CO-CURRICULAR WORK (one lesson per fortnight with additional homework opportunities): Geography study - links to urban centres History study - links to the patriarchal society	
Year 10 4 hours per week	TOPIC(S): Component 2 Literature - 'Blood Brothers' Component 1 Literature Romeo and Juliet start	TOPIC(S): Component 1 Literature Romeo and Juliet continued Component 1 Language Reading Paper	TOPIC(S): Component 1 Language Narrative Writing Component 2 Language - Section A Reading Ongoing Poetry Anthology coverage through homework	TOPIC(S): Continuation of Component 2 Language Literature Component 2 Revision R&J (particular focus on extended essay writing skills) and ACC.	TOPIC(S): Preparation for Exams Language Component 1 Literature Component 2 BB and ACC only	TOPIC(S): Continuation of exams Exam Feedback Language Component 3 covering C2 text types Spoken Language
	Assessment Objectives/Skills AO1, AO2 and AO4 (both texts)	Assessment Objectives/Skills AO1, AO2 and AO4 - AO2 highly weighted (Reading)	Assessment Objectives/Skills AO1, AO2, AO3 and AO4 (Reading) AO5 and AO6 (Writing)	Assessment Objectives/Skills AO1, AO2 and AO4 (R&J) and AO1, AO2 and AO3 (A Christmas Carol)	Assessment Objectives/Skills See Autumn 2 and Spring 2 for details)	Assessment Objectives/Skills AO7, AO8 and AO9 (Spoken Language)
	Assessment Points: Formative - Extract Question (mirrors structure of Romeo and Juliet)	Assessment Points: R&J Formative (extract) C1 - Reading Paper	Assessment Points: C1 Narrative Writing C1 - Additional Reading paper	Assessment Points: R&J essay ACC essay Component 2 reading paper	Assessment Points: Year 10 Exams Language - Full Component 1 Paper Literature - BB and	Assessment Points: Exams Spoken Language

	Diagnostic-Whole play analysis				ACC essays	
Year 11 4 hours per week	TOPIC(S): Component 1 Literature - 'Romeo and Juliet: Formative assessment - teacher feedback on extract Diagnostic assessment on a longer essay Unseen Poetry Component 2 Language - 19th and 21st Century non-fiction and Transactional Writing	TOPIC(S): Component 1 Language Reading Paper Narrative Writing - Section B Mock Exam Feedback Component 2 Literature - 'Blood Brothers' (AO1, AO2 and AO4)	TOPIC(S): Component 2 Literature - 'A Christmas Carol' (AO1, AO2 and AO3) Component 1 Language Reading Paper Narrative Writing - Section A	TOPIC(S): <i>Bespoke lessons to meet the needs of the cohort or groups.</i> <i>Potential to target either more challenging questions or higher tariff areas ('Romeo and Juliet, Poetry Anthology for Literature; Component 2 for Language)</i>		
	Assessment Points: Component 2 Section A (walking/talking' mock exam) - November Year 11 mock exams - December (Component 2 Language and Component 1 Literature)	Assessment Points: Component 1 Language Reading Paper Narrative Writing - Section B 'Blood Brothers' mock exam	Assessment Points: 'A Christmas Carol' mock exam Component 1 Language mock exam	Assessment Points: FINAL GCSE EXAMS - FINAL WEEK BEFORE MAY HALF TERM FOR LITERATURE, FIRST WEEK BACK AFTER HALF TERM FOR LANGUAGE		