



SHS English department 5 year Delivery Grid

INTENT:

The English curriculum is intended to teach pupils about the value of reading, writing, speaking and listening skills all revolving around the theme of identity. This golden thread approach is reflected in the wide ranging topics that deepen skills and knowledge across KS3 and KS4, ultimately allowing students to express their identity in English. Not only does proficiency in these areas enhance their understanding of the diverse texts explored in lessons, it also forges links to other curriculum areas that underpin successful study at all levels, for example Humanities.

The Key Stage 3 curriculum encourages learners to be inspired, moved and challenged by a range of voices 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.

At Key Stage 4, pupils build upon these skills and so 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 that compliments their personal identity.

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.

IMPACT:

English continues to be a successful department at Studley High School. 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
- KS4 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 1/2 weeks
Year 7 TOPICS 4 hours per week (& Wider Study lesson linked)	ORIGINS OF ENGLISH TOPIC: Transition/ Myths & Legends TOPIC: Introduction to Shakespeare		OUR BRITISH HERITAGE TOPIC: Literary Change TOPIC: Children's Literature		MY VOICE TOPIC: Novel Study (<i>The London Eye Mystery</i>) TOPIC: End of Year Exam Preparation & Creative Writing	



KS3 Skill & Knowledge coverage	Fiction reading/writing	Shakespeare	Poetry	Post 1914 Literature	Modern Novel Study	Fiction Writing
Assessment Points (Key Spellings and definition tests are a part of the diagnostic assessment)	<u>Formative</u> Descriptive writing paragraph <u>Diagnostic</u> Creative writing	<u>Formative</u> Write own play scene <u>Diagnostic</u> Character study	<u>Formative</u> Creating own poem <u>Diagnostic</u> Poetry analysis	<u>Formative</u> Character study <u>Diagnostic</u> Pupils to choose one era to present	<u>Diagnostic</u> Story structure analysis (opening/endings) <u>Diagnostic:</u> Article writing	<u>Formative</u> Extract analysis <u>End of Year Exam</u> Creative piece related to one era studied and knowledge quiz
Year 8 TOPICS 4 hours per week (& Wider	VOICES OF THE PAST AND PRESENT TOPIC: Diverse Poetry TOPIC: Art of the Rhetoric		MISTAKEN IDENTITY TOPIC: Shakespeare Study TOPIC: Genre Study		REPRESENTATION MATTERS TOPIC: <i>A Monster Calls</i> (novel) TOPIC: Media Study	



Study lesson)						
KS3 Skill & Knowledge coverage	Poetry	Fiction Reading	Shakespeare	Non-fiction writing	Modern novel	Non-fiction reading and writing
Assessment Points (Key Spellings and definition tests are a part of the diagnostic assessment)	<p><u>Formative</u> Creating a poem in a specific form</p> <p><u>Diagnostic</u> Poetry comparison</p>	<p><u>Formative</u> Speech performance</p> <p><u>Diagnostic</u> Speech writing</p>	<p><u>Formative</u> Theme related extract analysis</p> <p><u>Diagnostic</u> Taught extract analysis</p>	<p><u>Formative</u> Writing in a specific genre</p> <p><u>Diagnostic</u> Pupils to choose one genre to present</p>	<p><u>Formative</u> Character comparison</p> <p><u>Diagnostic:</u> Story structure analysis (endings)</p>	<p><u>Formative</u> Comparing reliability of newspaper articles</p> <p><u>End of Year Exam</u> Creative piece related to news issue studied and knowledge quiz</p>
Year 9	ALTERED PERSPECTIVES		GREAT LIVES		GCSE ENGLISH LITERATURE	



<p>TOPICS</p> <p>4 hours per week</p> <p>(& Wider Study lesson)</p>	<p>TOPIC: Noughts & Crosses (modern play)</p> <p>TOPIC: Windows on the World</p>		<p>TOPIC: Novel Study - TBD</p> <p>TOPIC: Narrative Writing</p>		<p>TOPIC: Blood Brothers by Willy Russell</p> <p>TOPIC: GCSE Poetry Anthology and Exam Prep</p>	
<p>KS3 Skill & Knowledge coverage</p>	<p>Modern Play</p>	<p>Non-fiction Reading</p>	<p>Fiction reading and writing</p>	<p>Non-fiction writing</p>	<p>Exam Link A01, A02 & A04</p>	<p>Exam Link A01, A02 & A04</p>
<p>Assessment Points</p> <p>(Key Spellings and definition tests are a part of the diagnostic assessment)</p>	<p>Formative Extract analysis of Sephy</p>	<p>Formative Short piece of descriptive writing</p>	<p>Formative Novel study-TBD</p>	<p>Formative Narrative introduction</p>	<p>Formative Early impressions in 'Blood Brothers': How does Russell introduce the characters of Mickey and Edward in Act One?</p>	<p>Formative Speaking and Listening using narrative writing</p>



	Diagnostic character development across the play (Callum)	Diagnostic Memoir/ autobiographical writing	Diagnostic Novel Study - TBD	Diagnostic Creating a narrative piece of writing	Diagnostic Summative Assessment on full 'Blood Brothers' text	End of Year Exam Knowledge quiz and Poetry analysis
CO-CURRICULAR WORK (one lesson per fortnight with additional homework opportunities)	Apartheid era South Africa Paramilitary groups throughout history Victorian Era	Background to the NHS The life and works of Alan Turing <i>How does this now fit in with what we are studying for the novel?</i>	Geography study - links to urban centres History study - links to the patriarchal society			
Year 10 TOPIC	TOPIC: Component 1 Literature Romeo and Juliet	TOPIC: Component 2 Literature: A Christmas Carol	TOPIC: A Christmas Carol/BB Revision			



<p>4 hours per week</p>	<p>TOPIC: Component 1 Language: Reading and Writing Sections</p>		<p>TOPIC: Component 2 Language: Reading and Writing Sections</p>		<p>TOPIC: Unseen Poetry, Spoken Language, Mock Revision & Mock Feedback</p>	
<p>KS4 Assessment Objective Link</p>	<p>Literature Paper 1 - A01, A02, A04 Language Paper 1 – A01, A02, A04, A05 & A06</p>		<p>Literature Paper 2 - A01, A02, A03 Language Paper 2 – A01, A02, A04, A05 & A06</p>		<p>Literature Paper 1 - A01, A02, A03 & A04 Literature Paper 2- A01, A02, A03 & A04 Spoken Language – A07, A08 & A09</p>	
<p>Assessment Points (Key Spellings and definition tests are a part of the diagnostic assessment)</p>	<p>Formative R&J extract analysis on a studied character Diagnostic R&J whole play question on a studied theme</p>	<p>Formative Language Section A Diagnostic Language Section B</p>	<p>Formative ACC extract analysis Diagnostic ACC whole play question on a theme/plot</p>	<p>Formative Language Section A Diagnostic Language Section B</p>	<p>Formative ACC Wider text question on theme/character relationships/plot Diagnostic BB Wider text question on theme/character</p>	<p>Formative Unseen Poetry analysis Diagnostic TBD</p>



			event/character relationships		relationships/plot	
Year 11 TOPIC 4 hours per week	TOPIC: Language P1 Section A & B Revision TOPIC: Romeo & Juliet & Mock Revision and Feedback		TOPIC: Anthology Poetry & Unseen Poetry Revision TOPIC: Language Paper 2 - Section A & B & Mock exams feedback		TOPIC: Final Exam Revision <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>	
KS4 Assessment Objective Link	Literature Paper 1 - A01, A02, A04 Language Paper 2 - A01, A02, A04, A05 & A06		Literature Paper 2- A01, A02, A03 & A04 Language Paper 2 - A01, A02, A04, A05 & A06		Literature - A01, A02, A03 & A04 Language - A01, A02, A04, A05 & A06	
Assessment Points (Key Spellings)	Formative Language Paper 1 Section A	Formative R&J whole play question - theme/character /plot	Formative Comparative anthology poetry question	Formative Language Paper 2 - Section B	Formative Literature quizzes on key knowledge	



and definition tests are a part of the diagnostic assessment)	<u>Diagnostic</u> Language Paper 1 Section B	<u>Diagnostic</u> Mock Exams - TBD	<u>Diagnostic</u> Mock exams - TBC	<u>Diagnostic</u> Extract analysis	<u>Final GCSE Exams</u> Students sit final exams in English Literature and Language - dates TBC
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